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ABSTRACT

This is a report on the data collection activities of the National Longitudinal Study of the High School Class of 1972(NLS). This phase of the operation involved the first follow-up contact with the 22,654 seniors selected for participation in this study. The fieldwork for the first follow-up was scheduled between July 1973 and January 1974; it included the mailout of a newsletter to all members of the sample, tracing activities for those individuals whose newsletters were returned by the post office as undeliverable, questionnaire mailouts, postcard, and mailgram and telephone follow-up contacts with non-respondents. Another study was conducted with a sub-set of the sample members in order to compare the effect of air mail and certified mail questionnaires, postcards, mailgrams, and telephone calls on the response rate. Activities currently underway include editing and coding of all returned questionnaires. The following recommendations were made to increase response rate of future follow-up surveys: (1) use the credit bureau as a tracing aid; (2) ask parents to forward NLS items to children away from home; (3) send the initial questionnaire by certified mail; and (4) use mailgrams extensively. The appendix consists of the newsletter, the First Followup Questionnaire, Forms A and B, and the various mailout items. (Author/CP)

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THE NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

February, 1974

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Report on the Data Collection Activities of the First Follow-Up

TM 007 662

RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

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I. OVERVIEW

This is a report on the data collection activities of the National Longitudinal Study of the High School Class of 1972. This phase of the operation involved the first follow-up contact with the 22,654 1972 seniors selected for participation in this study. Activities already completed include the mailout of a newsletter to all members of the sample, tracing activities for those individuals whose newsletters were returned by the post office as undeliverable, questionnaire mailouts, postcard, and mailgram and telephone follow-up contacts with non-respondents. In addition a special study was conducted with a sub-set of the sample members in order to compare the effect of air mail and certified mail questionnaires, postcards, mailgrams, and telephone calls on the response rate. Activities currently underway include editing and coding of all returned questionnaires.

A brief description of the field work tasks and schedule is shown in Table I. These items will be covered in detail later in this report. Copies of the various mailout items are shown in Attachment A.

TABLE 1

SCHEDULE OF FIELD WORK EVENTS

Date	Event
July 27, 30, & 31, 1973	16,650 newsletters mailed
August 6	Tracing activities begin
August 21	400 newsletters mailed
September 26	3,408 newsletters mailed
October 8 & 9	3,102 newsletters mailed
October 23 & 24	22,697 questionnaires mailed
October 30 & 31	22,697 reminder/thank you postcards mailed
November 13 & 14	14,053 first prompting postcards mailed to all non-respondents
November 27 & 28	9,980 second questionnaires and 2,183 second prompting postcards mailed to all non-respondents
December 4 & 5	8,865 second prompting postcards and 3,080 second questionnaires mailed to all non-respondents
December 13 & 14	10,313 mailgrams sent to all non-respondents

II. NEWSLETTER MAILOUT

A total of 17,050 newsletters were mailed to base-year students (those who had participated in the study while in high school) in July and August, 1973. During September and early October 6,510 additional newsletters specially tailored for resurvey students (those who had not participated while in high school) were mailed. All of these mailings included a return postcard requesting information about the student's current address at that time and anticipated address as of October, 1973. Table 2 gives a breakdown of the returns from these mailouts.

A total of 3,400 students returned the postcard and indicated that our address for them was correct. There were also 2,951 students who returned the postcards to report various name and/or address changes or corrections. Included in this group were those who reported an anticipated address change for October, 1973. The post office forwarded newsletters to 219 students whose address changes they subsequently reported to us. The 1,580 newsletters returned by the post office as undeliverable were turned over to our tracing department for follow-up action and current addresses were obtained for over 90% of these cases. In total effect the newsletter mailout and returns enabled us to update slightly more than one-third of our address file.

TABLE 2

RETURNS FROM NEWSLETTER MAILOUTS

Total Mailed:

July	16,144
August	400
September	3,408
October	3,102
Total	23,054

Returns:

Item	Number	%
Address O.K.	3400	14.7%
Address change reported by respondent	2951	12.8%
Address change reported by post office	219	1.0%
Returned by post office as undeliverable	1580	6.9%
Total	8150	35.4%

III. TRACING ACTIVITIES

Tracing began early in August, 1973, as the post office returned mail as undeliverable from the newsletter mailouts, and continued through the first week of January, 1974. This included tracing for questionnaires which were returned as undeliverable. A description of the general tracing procedures and detailed instructions for tracing personnel is shown in Attachment B. Table 3 gives a breakdown of the cases sent to the tracing department and the number of cases successfully traced.

TABLE 3

TELEPHONE TRACING CASES

Cases to Tracing from Newsletter Undeliverables	1,565
Cases to Tracing from Questionnaire Undeliverables	502
TOTAL	2,067

	Number	%
Tracing Cases Completed	1,890	91.4%
Tracing Cases Unsuccessful	177	8.6%
TOTAL	2,067	100.0%

The tracing department successfully traced over 90% of the more than 2,000 cases it worked on. Although almost all of the tracing activities were conducted by telephone, a large portion of the 177 unsuccessful tracing cases included mail as well as telephone attempts to obtain a current address. Mail was used in those instances where students, parents, and other contacts did not have a telephone and also in an effort to obtain current addresses from some colleges and state motor vehicle departments.

As new addresses were obtained, whether from tracing activities, returned postcards, or other sources, the computer file of names and addresses was updated and, when necessary, a second mailing of the questionnaires was made. A total of 1,376 second questionnaire mailings was completed from November 16, 1973 through January 4, 1974.

Fourteen of the cases that were not successfully traced were sent to a local credit bureau for processing. The credit bureau was unable to obtain a current address on any of these cases. The average credit bureau cost for each of these cases was $8.32.

IV. MAILOUT AND FOLLOW-UP ACTIVITIES AND CUMULATIVE RESPONSE RATES

Questionnaires were mailed to all of the 22,654 individuals in the sample on October 23 and 24, 1973. The response rate as of February 1, 1974 was 61.5%. It is interesting to note that as a result of the time overlap between outgoing and incoming mail and a computer programming error in providing labels for the second questionnaire mailing, a total of 107 respondents returned two completed questionnaires. There have also been 108 mail or telephone refusals received at RTI. All non-respondents, except for the refusals, have been forwarded to the Bureau of the Census for personal follow-up.

Table 4 details the schedule and results of the various mailouts and follow-up activities. One week after the initial questionnaire mailout all sample members were mailed a reminder/thank you postcard. Approximately two weeks later all non-respondents (14,053) were sent a prompting postcard and two weeks after that (on November 27 and 28) a second questionnaire mailing[*] (12,163) was made to all non-respondents. One week later, on December 4 and 5, a second prompting postcard (11,945) was sent to the non-respondents. On December 13 and 14 in a final effort to increase

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[*] As a part of the special study discussed in Section V of this report, the mailings on November 27 and 28 and December 4 and 5 were split in order to compare the effectiveness of second questionnaires and second prompting postcards. A sub-sample of 2,183 of the 12,163 non-respondents as of November 27 and 28 received postcards and a sub-sample of 3,080 of the 11,945 non-respondents as of December 4 and 5 received questionnaires.

TABLE 4

RETURNS AND RESPONSE RATE

Date	Action Taken	Number Mailed	Elapsed Days	Quest. Received	Cumulative Total	Response Rate
Oct. 23 & 24	Questionnaire mailout	22,654	--	--	--	--
Oct. 30 & 31	Reminder/thank you postcard	22,654	8	2,615	2,615	11.5%
Nov. 13 & 14	First prompting postcard	14,053	23	5,277	7,892	34.8%
Nov. 27 & 28	Second questionnaire mailout*	12,163	37	1,723	9,615	42.4%
Dec. 4 & 5	Second prompting postcard**	11,945	44	1,017	10,632	46.9%
Dec. 13 & 14	Mailgram	10,313	53	1,502	12,134	53.5%
Jan. 2	--	--	72	1,423	13,577	59.8%
Feb. 1	--	--	102	371	13,928	61.5%

* Included 2,183 postcards.

* Included 3,080 questionnaires.

the response rate to 60% a mailgram was sent to the 10,313 non-respondents as of that time. The decision to use the mailgram was made jointly by OE and RTI in a meeting in Washington, D. C. on December 11.

As might be anticipated the bulk of the responses to the mail requests were received in the first three weeks after the initial questionnaire mail-out. Table 5 presents a graph of this response rate over time. The response percentage for the first three weeks was 62% as compared to 20% for the second three week period and 15% for the third three week period.

Although it is not possible to determine the precise effect each mail-out has on the response rate, some general conclusions may be drawn by assuming that no appreciable effect is felt until five days after the mail-out of a particular item. The use of this theory allows the assumptions concerning response rates that are shown in Table 6 to be made. These assumptions do not allow for any cumulative effects which might exist when a person receives more than one mail request. The overall response rate of slightly more than 60% appears to be relatively high considering the length (28 pages) and complexity of the questionnaire and the facts that no incentive was offered and that the resurvey students, about 22% of the total, had no prior involvement in the study.

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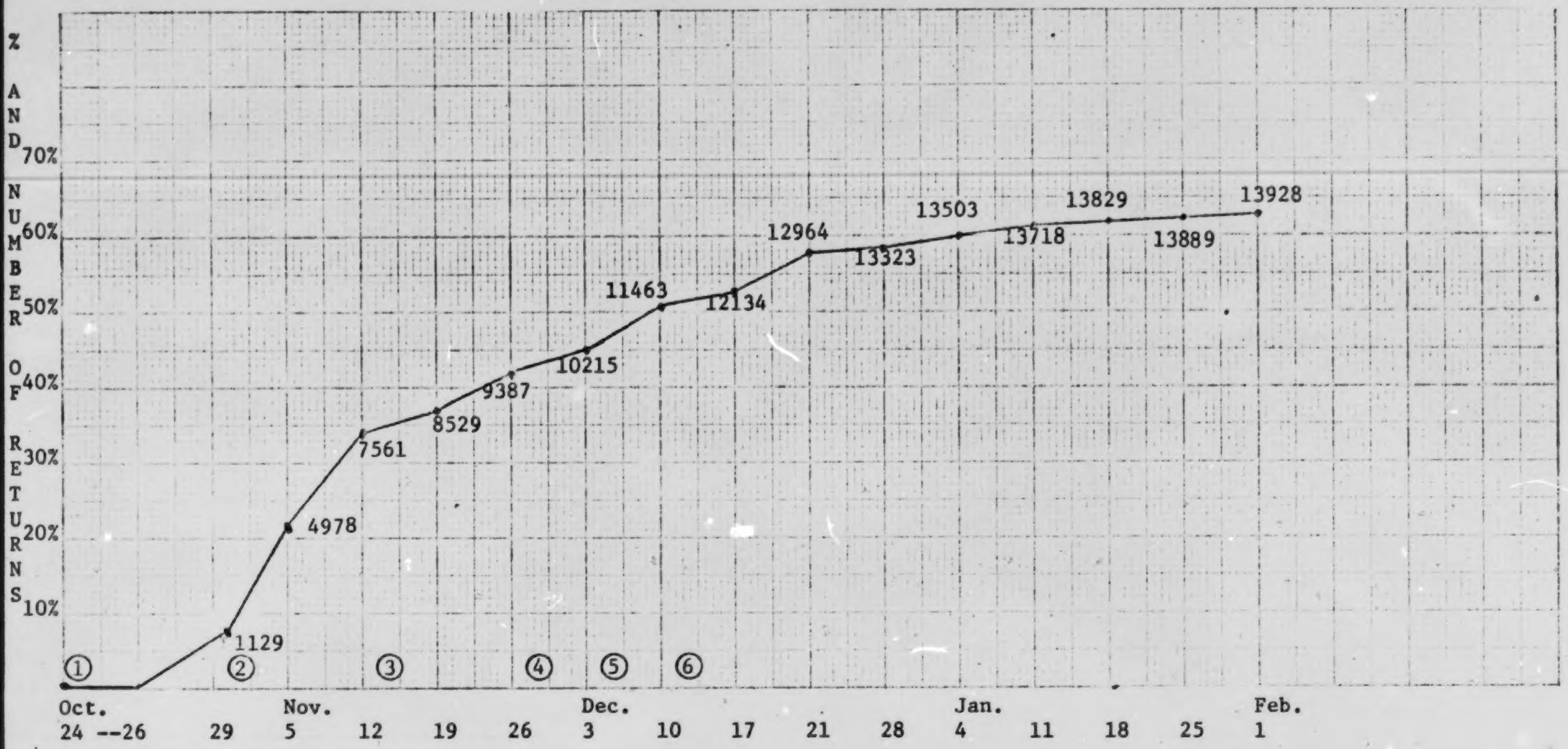
TABLE 5
RESPONSE RATE TIME CHART



① - 1st Questionnaire Mailout
② - Thank You/Reminder Postcard
③ - 1st Prompting Postcard
④ - 2nd Questionnaire Mailout
⑤ - 2nd Prompting Postcard
⑥ - Mailgram

TABLE 6

ESTIMATED EFFECT OF VARIOUS MAILOUTS ON RESPONSE RATES

	Response Rate
1. First questionnaire mailout	21%
2. Thank-you/reminder postcard	16%
3. First prompting postcard	8%
4. Second questionnaire mailout	6%
5. Second prompting postcard	3%
6. Mailgram	7%
Total	61%

Table 7 shows a comparison of response rates between base-year and resurvey students. The base-year students responded at a rate of 65.2% and resurvey students at 47.1%. As indicated in the table the difference in response rates showed little variation over time.

Table 8 furnishes a breakdown of response rates by sex, race, region of the country, urbanization of the schools' students, and income of the students' families as of their senior year in high school. The information in the table is for the base-year students only as information of this type is not yet available for resurvey students. As might be expected the response rate was higher for females (71.0%) than males (60.3%) and for white (70.1%) than black (48.0%) or others (56.3%) but there was little difference in region of the country except that the south was lower (60.8%) than the other areas (which averaged 66.7%). The degree of urbanization

TABLE 7

COMPARATIVE RESPONSE RATE FOR RESURVEY AND BASE YEAR STUDENTS

Mailout Date	Resurvey Students	Base Year Students	Total Students
10/24/73	5,045	17,609	22,654

RESPONSE RATE

After:	Resurvey Response	Base Year Response	Difference	Total Response
1 week	13.6%	28.0%	14.4%	24.8%
2 weeks	19.2%	36.9%	17.7%	33.0%
3 weeks	23.4%	42.3%	18.9%	38.1%
4 weeks	27.1%	46.5%	19.4%	42.2%
5 weeks	29.8%	50.1%	20.3%	45.6%
6 weeks	34.9%	55.3%	20.4%	50.8%
7 weeks	38.9%	59.1%	20.2%	54.6%
9 weeks	43.5%	64.0%	20.5%	59.4%
12 weeks	47.1%	65.2%	18.1%	61.2%

TABLE 8

OTHER RESPONSE RATE VARIABLES

Variable	Number In Sample	Number Responding	Response Rate
Sex:			
Male	8,074	4,864	60.3%
Female	8,201	5,825	71.0%
Unclassified*	6,583	3,146	47.8%
Race:			
Black	2,023	989	48.0%
White	12,287	8,711	70.1%
Other	1,550	888	56.3%
Unclassified*	6,794	3,251	46.1%
Region:			
Northeast	3,742	2,522	67.4%
Central	4,857	3,234	66.6%
South	5,963	3,626	60.8%
West	3,157	2,093	66.3%
Unclassified*	5,187	2,304	43.8%
Urbanization:**			
#1	1,915	1,225	64.0%
#2	2,058	1,264	61.4%
#3	1,599	1,102	68.9%
#4	2,834	1,897	66.9%
#5	3,258	2,088	64.1%
#6	383	252	65.8%
#7	1,724	1,116	64.7%

(Table 8 - continued)

Variable	Number In Sample	Number Responding	Response Rate
Urbanization (continued)			
#8	2,168	1,414	65.2%
#9	1,570	978	62.3%
Unclassified*	5,397	2,503	44.6%
Income			
Less than $3,000	943	510	54.1%
$3,000 to $6,000	1,621	965	59.5%
$6,000 to $7,500	1,462	922	63.1%
$7,500 to $9,000	1,297	830	64.0%
$9,000 to $10,500	1,524	1,101	72.2%
$10,500 to $12,000	1,216	831	68.3%
$12,000 to $13,500	1,106	763	69.0%
$13,500 to $15,000	837	615	73.5%
$15,000 to $18,000	1,082	787	72.7%
$18,000 +	1,756	1,294	73.7%
Unclassified*	9,967	5,521	50.8%

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* Unclassified includes students for which this information was not available.

** The following levels of urbanization were used:

1. Schools in the ten largest central city school districts.
2. Schools in the next 90 largest central city school districts.
3. Schools in the balance of the SMSAs or counties (counties in New England states, otherwise SMSAs) containing the ten largest central city school districts.
4. Schools in the balance of SMSAs or counties (counties in New England states, otherwise SMSAs) containing the 90 next largest central city school districts.
5. Schools in all the SMSAs not included in 1, 2, 3, or 4 above.
6. Schools in the counties outside SMSAs having urban population of 75 percent or more.
7. Schools in the counties outside SMSAs having urban population of 50 to 74 percent.
8. Schools in the counties outside SMSAs having urban population of 25 to 49 percent.
9. Schools in the counties outside SMSAs having urban population of less than 25 percent.

of the schools' students appear to have little effect on response with nine different categories ranging from a low of 61.4% to a high of 68.9%. There was a spread of some 19.6% in response rate as effected by income with those students of the higher income families generally responding at a higher rate.

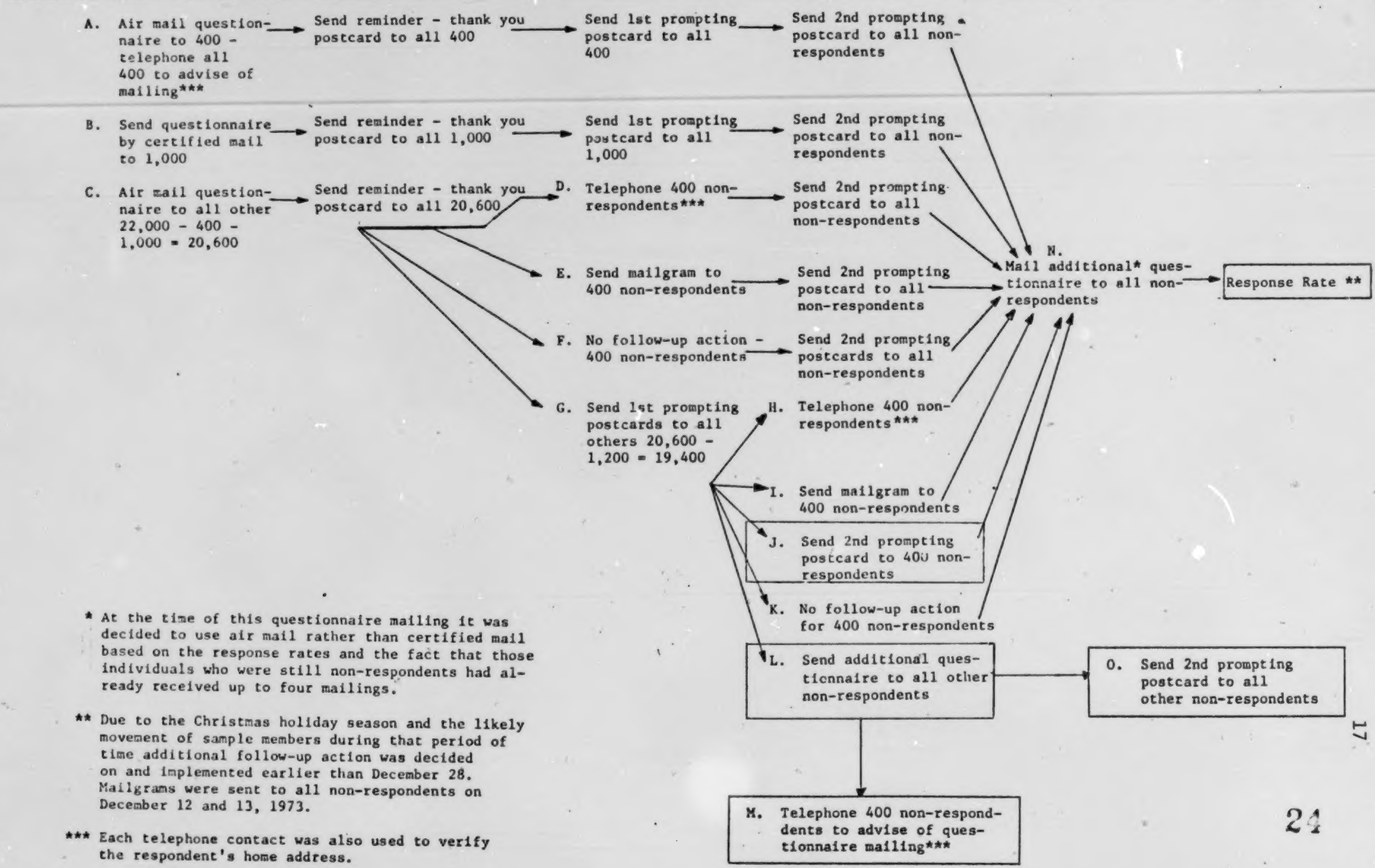
V. SPECIAL STUDY

In order to evaluate the impact of various follow-up procedures on the response rate for this study a sub-study was designed and implemented by RTI with OE approval. In summary this special study was designed to allow comparisons between air mail and certified mail questionnaires, lead telephone calls (made prior to receipt of questionnaire by the respondent) and prompting telephone calls (made after receipt of questionnaire), and mailgrams and reminder postcards. Table 9 shows the design and planned execution dates for this study. These mailout and follow-up activities were initiated on October 23 and 24 with the first questionnaire mailout and culminated on December 12 and 13 when mailgrams were sent to all non-respondents. Table 10 indicates for each of the various sub-samples, the date and type of action and the response rate as of January 4, 1974. It should be noted that all of the 999 students sent certified mail questionnaires (see Table 10) were base-year students. A comparison of response rates between base-year students receiving certified mail and base-year students receiving questionnaires via air mail indicates a 7% edge to certified mail (75.6% to 69.8%). This response rate was computed by deducting the total resurvey group (5,045) from the air mail group (21,251) and by making similar deductions from the number of air mail students contacted and responding.

A review of Table 10 indicates that telephone contact has the highest impact on response rates; however, it is also by far the most expensive. Based on the practical problems involved in reaching a large number of

TABLE 9

NLS MAILOUT AND FOLLOW-UP PROCEDURES


Schedule:
October 23 & 24
October 30 & 31
November 13 & 14
November 27 & 28
December 4 & 5
December 28
A. Air mail questionnaire to 400 - telephone all 400 to advise of mailing***
Send reminder - thank you postcard to all 400
Send 1st prompting postcard to all 400
Send 2nd prompting postcard to all non-respondents
B. Send questionnaire by certified mail to 1,000
Send reminder - thank you postcard to all 1,000
Send 1st prompting postcard to all 1,000
Send 2nd prompting postcard to all non-respondents
C. Air mail questionnaire to all other 22,000 - 400 - 1,000 = 20,600
Send reminder - thank you postcard to all 20,600
D. Telephone 400 non-respondents***
Send 2nd prompting postcard to all non-respondents
E. Send mailgram to 400 non-respondents
Send 2nd prompting postcard to all non-respondents
F. No follow-up action - 400 non-respondents
Send 2nd prompting postcards to all non-respondents
G. Send 1st prompting postcards to all others 20,600 - 1,200 = 19,400
H. Telephone 400 non-respondents***
I. Send mailgram to 400 non-respondents
J. Send 2nd prompting postcard to 400 non-respondents
K. No follow-up action for 400 non-respondents
L. Send additional questionnaire to all other non-respondents
M. Telephone 400 non-respondents to advise of questionnaire mailing***
N. Mail additional* questionnaire to all non-respondents
O. Send 2nd prompting postcard to all other non-respondents
Response Rate **

* At the time of this questionnaire mailing it was decided to use air mail rather than certified mail based on the response rates and the fact that those individuals who were still non-respondents had already received up to four mailings.

** Due to the Christmas holiday season and the likely movement of sample members during that period of time additional follow-up action was decided on and implemented earlier than December 28. Mailgrams were sent to all non-respondents on December 12 and 13, 1973.

*** Each telephone contact was also used to verify the respondent's home address.

TABLE 10

SUB-SAMPLE RESPONSE RATES

AS OF JANUARY 4, 1974

Date	Group	Sample Size	Number Contacted	Number Responding	Response Rate
Oct. 23	Air Mail	21,251	20,762	13,170	62.4%
Oct. 23	Certified Mail	999*	913	690	75.6%
Oct. 23	1st Telephone	404	318	273	85.8%
Nov. 13	2nd Telephone	400	365	251	68.8%
Nov. 27	3rd Telephone	400	350	198	56.6%(No Questionnaires)
Nov. 27	4th Telephone	399	330	183	55.5% (With Questionnaires)
Nov. 13	1st Mailgram	398	386	198	51.3%
Nov. 27	2nd Mailgram	400	394	153	38.8%
Nov. 13	1st No Follow-Up	400	400 (est.)	184	46.0%
Nov. 27	2nd No Follow-Up	400	400 (est.)	116	29.0%

* All base-year students

non-respondents in a short time plus cost considerations, it appears that mailgrams are the most cost-effective. Attachment C is a report entitled "Alternative Follow-Up Procedures for Completion of the National Longitudinal Study Mail Survey Operation" which was presented to OE personnel in a meeting in Washington on December 11, 1973. As a result of this meeting OE approved sending mailgrams to all non-respondents and conducting a special telephone interview with a sub-sample of non-respondents. Attachment C shows the cost and estimated effect of various options for increasing response rates. The 10,313 mailgrams which were sent on December 13 and 14 had a more positive effect on non-respondents than was anticipated in the attachment and increased the overall response rate to over 60% rather than the 57.5% predicted.

As an additional part of the special study a telephone survey was conducted with 393 non-respondents. A detailed report on this survey has already been prepared and submitted to OE and is included in this report in Attachment D.

Altogether a total of 1,681 telephone contacts were made - 1,363 in the four sub-sample response groups and 318 in this special study. All of the telephone activity in these special groups was conducted by the telephone tracing department and in conjunction with the telephone tracing activities already underway.

VI. TRACING AND TELEPHONE SUB-SAMPLE COSTS

A breakdown of costs for telephone tracing and sub-sample contact as of December 31, 1973 is shown in Table 11. The calls and costs shown in that table are based on telephone calls billed to us as of December 31 and, because of a time lag in billing, do not include all calls made. However, it is not anticipated that the average calls per case of 3.43, charges per call of $1.71, or clerical hours per completed case of 1.01 will vary significantly.

TABLE 11

TRACING AND TELEPHONE COSTS

Total Telephone Costs	$20,691
Total Telephone Calls	12,066
Average Calls Per Case	3.43
Average Telephone Charges Per Call	$ 1.71
Average Telephone Charges Per Case	$ 5.88
Total Telephone Clerk Hours Charged	3,547
Average Telephone Clerk Hours Per Completed Case	1.01

VII. EDITING STATUS

As of February 1, a total of 13,924 returned questionnaires had been edited (see Table 12). Of these 9,954 or 71.5% had met minimum requirements and 3,970 or 28.5% had failed to pass the editing review. Through February 1 a total of 2,751 Form B questionnaires had been edited. The permission request to collect school record information had been signed on 1,237 or 45.0% and had not been signed on 1,514 or 55.0%. Although exact figures are not available it is estimated that well over 90% of those that did not sign and who have been contacted by telephone because their questionnaire failed edit have readily given verbal permission for us to collect school record information.

TABLE 12

STATUS OF EDITED QUESTIONNAIRES AS OF FEBRUARY 1, 1974

Status	Number	Percent
Passed Edit	9,954	71.5%
Failed Edit	3,970	28.5%
TOTAL	13,924	100.0%

Form B Questionnaire Permission Request

Status	Number	Percent
Permission Request Signed	1,237	45.0%
Permission Request Not Signed	1,514	55.0%
TOTAL	2,751	100.0%

Table 13 gives information concerning those questionnaires which have had key items completed by telephone after they failed to meet minimum requirements during the editing process. The respondents contacted are most cooperative and a high completion rate (over 95%) is being achieved. In those cases where we are unable to reach the respondent (overseas military personnel, etc.) but where contact is made with a family member, an effort is made to get key question information from the person contacted.

TABLE 13

TELEPHONE COMPLETION OF QUESTIONNAIRES THAT FAILED EDIT SPECIFICATIONS

(through February 1, 1974)

	FORM A		FORM B		TOTAL	
	Number	%	Number	%	Number	%
Number of questionnaires for which all key items completed	926	96.1%	287	93.8%	1,213	95.5%
Number of questionnaires for which partial information completed (one or more key items not obtained)	4	0.4%	6	2.0%	10	0.8%
Number of refusals	1	0.1%	1	0.3%	2	0.1%
Number of respondents in military service (overseas)	12	1.2%	2	0.6%	14	1.1%
Number of respondents with no phone	13	1.3%	7	2.3%	20	1.6%
Number of respondents with unpublished number	4	0.4%	1	0.3%	5	0.4%
Other	4	0.4%	2	0.6%	6	0.5%
TOTAL	964	100.0%	306	100.0%	1,270	100.0%

VIII. RECOMMENDATIONS

(For Use in Second Follow-Up)

Based on the information in this report and the experience gained during the past year the following procedures are recommended:

1. Utilize the credit bureau as a tracing aid in the coming year even though it was not helpful this year. It may be that as study members mature and establish their own households the credit bureau can be a beneficial source of information.

2. Two additional steps in the mailout process are proposed for the second follow-up survey. These steps should promote greater awareness prior to receipt of the questionnaire and a higher response rate in the initial phase of the data collection period. Specifically, it is recommended that an advisory letter be sent to parents of each sample member whose address is the same as his parents. This letter to parents will explain that a package of survey materials for their son or daughter (who was a senior in high school in 1972) will arrive within a few days and that these materials should be forwarded to the son or daughter if he or she is away from home at the time rather than being held until the child returns home from college, or is on leave, etc. If the parents do not wish to forward the materials, they will be asked to call RTI collect so that an immediate second mailing can be made directly to another address. Approximately one week prior to the questionnaire mailout, an advisory letter will be mailed to all sample members. This will be a brief letter to explain that they should be receiving OPERATION FOLLOW-UP survey materials by certified mail within about ten days. This letter will be mailed to the address at which each sample member is most likely to receive mail during October, 1974.

These two lead letters are proposed as an additional attempt to emphasize the significance of the study to parents as well as to sample members, and to promote the timely receipt of survey materials by sample members.

3. Send initial questionnaires by certified mail. Those who received certified questionnaire mailings this year responded at a 7% higher rate than those who did not.

4. Make more extensive use of the mailgram. This appears to be the most cost-effective method to increase the response rate. It is suggested that one half of the non-respondents to the first questionnaire mailout receive mailgrams with the balance receiving prompting postcards and that this procedure be reversed for the non-respondents to the second questionnaire mailout, i.e., those that received a mailgram after the first questionnaire receive a postcard and vice versa.

ATTACHMENT A

VARIOUS MAILOUT ITEMS

Newsletter and Return Postcard

Questionnaire A

Questionnaire B

Thank You/Reminder Postcard

First Prompting Postcard

Second Prompting Postcard

Cover Letter for Second Questionnaire Mailout

Mailgram

NEWSLETTER

OPERATION FOLLOW-UP

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

Volume 1, Number 2
September 1973

National Center for Educational Statistics
Washington, D. C. 20202

What's Happening to the Class of '72?

Did you know that in the spring of last year, a representative nationwide sample of the High School Class of 1972 told the U.S. Office of Education that:

- 26% planned to begin work full-time upon completion of their senior year in high school?
- 58% planned to continue their education in college or vocational training schools?
- 44% reported that their parents had a great deal of influence on their plans for after high school, while 25% reported that friends their own age also had a great deal of influence on their plans?

Would you like to know more? We'll be glad to tell you everything you've always wanted to know about the class of '72 if you'll tell us WHERE YOU ARE and WHAT YOU'RE DOING. To help us in this effort, we'd like you to fill out the first follow-up questionnaire, which will be coming to you in October.

Read on to find out what OPERATION FOLLOW-UP is all about!

WHAT'S IT ALL ABOUT?

During 1972 over three and one-half million students were enrolled as seniors in high schools in the United States. You, however, are a special member of the class of 1972–you are part of a nationwide survey of educational and occupational experiences of a sample of more than 20,000 members of the 1972 high school class.

The high school you attended during your senior year was one of 1,200 schools chosen to represent all secondary schools across the United States. *Your* school gave us the names of members of your senior class, and 18, including you, were chosen at random to represent all the students in your senior class. Even though your experiences and activities during the past year are unique to you, the types of things you have been doing are representative of similar experiences and activities shared by your fellow classmates across the nation. You and the other members of OPERATION FOLLOW-UP, therefore, are the voice of all students in the class of '72.

WHY ME?

We want you to join other members of the class of '72 in telling us what has happened to you since you left high school. The fact that you are working, married, in college, in military service, or training for a job is important in relation to your educational background, your goals while you were in high school, and your goals and accomplishments now and in the future.

KEEP US POSTED During this period of your life you are probably "on the go" as much as you will ever be. In order for us to have your current address for our fall mailing, please take a moment and fill out the enclosed postcard and return it to us as soon as possible. Thank you.

This important study, the *National Longitudinal Study of the High School Class of 1972*, is sponsored by the United States Office of Education, and it is an attempt to find out what happens to seniors after they leave high school. The first phase of this study was conducted in the spring of 1972 when a nationwide sample of high school seniors completed a questionnaire concerning their attitudes, educational plans, and career and personal goals.

OK, SO WHAT NOW?

In October of this year, you will be sent a questionnaire asking you about what you are doing and what you plan to do within the next year. You will also be asked to evaluate many aspects of your high school education and how well it has served you thus far.

Your answers to these questions will make it possible to compare the plans and attitudes of high school seniors in the class of 1972 with their present activities, attitudes, and plans. Information of this type is valuable to planners and policy makers in improving the educational system by making it more responsive to students and their needs.

All of the information we obtain is treated in strictest confidence. Your name will never be published, released to anyone other than researchers working on the study, or associated in any way with the information you provide us. Your responses will be analyzed and used in statistical summaries to provide information much like that shown on page one of this newsletter.

WHY SHOULD I DO THIS?

Your participation in the National Longitudinal Study is strictly voluntary, but your cooperation is very important. We are interested in you and what you are doing. Even if every other selected member of the class of '72 participates in the study, without your completed questionnaire we will still be missing some valuable information which only you can provide.

This is your chance to tell us what's good–and what's not so good–about the education you received, the preparation you received for work or college, and the things that have happened to you since you left high school. Such information can help improve schools and school programs–perhaps for your brothers and sisters, and someday, for your own children.

WHO'S DOING THIS STUDY?

The National Longitudinal Study of the High School Class of 1972 is sponsored by the U.S. Office of Education of the Department of Health, Education, and Welfare. It is being conducted by the U.S. Bureau of the Census and the Research Triangle Institute (RTI). RTI is a not-for-profit contract research organization located in North Carolina's Research Triangle Park.

WANT MORE INFORMATION?

We will be sending you several newsletters like this during the coming years to let you know what's going on and what we're learning about the class of '72. Be sure to give us your correct address so that we won't miss you. If you have any questions about your participation in the National Longitudinal Study, please write us at the address given below:

OPERATION FOLLOW-UP
Research Triangle Institute
Post Office Box 12194
Research Triangle Park, North Carolina 27709

RETURN POSTCARD

BUSINESS REPLY MAIL
NO POSTAGE STAMP NECESSARY IF MAILED IN THE UNITED STATES

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Permit No. 593
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North Carolina

—POSTAGE WILL BE PAID BY—

OPERATION FOLLOW-UP
Research Triangle Institute
Box 12194
Research Triangle Park
North Carolina 27709

My name and address are:

- ☐ **Both OK as printed**
- ☐ **Correct my name to:** ______________________
- ☐ **Correct my address to:** ______________________

____

Prepared for the
UNITED STATES OFFICE OF EDUCATION
BY RESEARCH TRIANGLE INSTITUTE □ RESEARCH TRIANGLE PARK, NORTH CAROLINA
FALL 1973

E FORM 2367, 9/73
RC 3400

U.S. Office of Education
Department of Health, Education, & Welfare
Washington, D.C. 20202

Dear OPERATION FOLLOW-UP Participant:

More than a year has passed since you first participated in the National Longitudinal Study of the High School Class of 1972. You may remember a questionnaire you filled out during your senior year in high school, in which you were asked about your program and activities, your educational and career plans, and your opinions about many aspects of your life.

We are asking you to participate in OPERATION FOLLOW-UP. The purpose of this follow-up is to find out what has happened to you and other seniors after leaving high school. The fact that you are working, married, in college or vocational school, or starting a family is important not only to you, but also to educational planners and policymakers. Through your completion of this questionnaire, valuable information can be obtained about a very important part of this country's population--young adults who are going through some of the most significant experiences of their lives.

Please take some time and fill out this questionnaire. Let us know what you are doing, what you have done since high school, and what you are planning to do in the next year or so. All of the information that you provide will be absolutely confidential; your name will never be published or associated in any way with your individual answers. If there are questions that you would rather not answer, simply do not answer them.

About the questionnaire: you will not need to answer all sections of it. Begin with Section A and follow the instructions for each question. Your answers will guide you to skip parts which don't apply to you. Please follow all these instructions carefully. Most of the questions can be answered simply by circling the number for the response you choose. In some cases, you are asked to write out your answer to a question.

When you complete this questionnaire please return it to us in the enclosed post-paid envelope. We'll be waiting to hear from you.

We will be sending you the results from OPERATION FOLLOW-UP early in 1974. Watch for our OPERATION FOLLOW-UP Newsletters.

Sincerely,

JA. Davis	K. A Tabler
J. A. Davis	K. A. Tabler
RTI Project Director	USOE Project Director
Center for Educational Research and Evaluation	National Center for Educational Statistics

Section A — General Information

1. **What are you doing now?**

(Circle one number on each line.)

	Applies to me	**Does not apply to me**
Working for pay at a full-time or part-time job	1	2
Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)	1	2
Taking academic courses at a two- or four-year college	1	2
On active duty in the Armed Forces (or service academy)	1	2
Homemaker	1	2
Temporary lay-off from work, looking for work, or waiting to report to work	1	2
Other (please describe:______________________)	1	2

2. **Did you complete high school?**

(Circle one.)

No, still in high school	1	*(SKIP to q. 4)*
No, left high school without completing	2	
Yes, graduated	3	
Yes, left high school without graduating but have since passed a high school equivalency test, for example, the GED	4	

3. **When did you leave or graduate from the last high school that you attended?**

Date left:____________ (month)____________ (year)

FACTS ABOUT YOU IN OCTOBER 1973

4. **With whom did you live, as of the first week of October 1973?**

(Circle one.)

By myself	1
Parents	2
With husband or wife	3
With other relatives	4
With person(s) not related to me	5

5. **How would you describe your living quarters, as of the first week of October 1973?**

(Circle one.)

Private house or apartment	1
Dormitory or apartment operated by a school or college	2
Fraternity or sorority house	3
Rooming or boarding house	4
Other (please describe:______________________)	5

6a. Which of the following best describes the location of the place where you lived in the first week of October 1973?

(Circle one.)

In a rural or farming community 1
In a small city or town of fewer than 50,000 people that is not a suburb of a larger place 2
In a medium-sized city (50,000-100,000 people) 3
In a suburb of a medium-sized city 4
In a large city (100,000-500,000 people) 5
In a suburb of a large city 6
In a very large city (over 500,000 people) 7
In a suburb of a very large city 8

6b. How far is this from the place where you lived as a senior in high school?

(Circle one.)

Same place I lived in when I was a senior in high school 1
Less than 50 miles 2
50 to 99 miles 3
100 to 199 miles 4
200 to 499 miles 5
500 miles or more 6

7a. What was your marital status, as of the first week of October 1973?

(Circle one.)

Never married, but plan to be married within the next 12 months .... 1 } *(SKIP to q. 9)*
Never married, and don't plan to be married within the next 12 months .... 2 }
Married 3
Separated, divorced, or widowed 4

7b. When were you first married? ______________ **(month)** ______________ **(year)**

8. Did you have any children as of the first week of October 1973?

No 1
Yes (How many?______________________________) 2

9. As of the first week of October 1973, were you dependent upon your parents or any other friends or relatives for more than one half of your financial support?

Yes 1
No 2

10. As of the first week of October 1973, how many persons (not counting yourself) were dependent upon YOU for more than one half of their financial support?

(Circle one.)

None 0
One 1
Two 2
Three or more 3

11. What is the best estimate of your income before taxes for all of 1973? If you are married, please estimate your husband's or wife's income in the second column provided. Do not include loans or gifts.

	Your Own Income	**Your Spouse's Income**
TOTAL INCOME	$______	$______
From wages, salaries, commissions, and net income from business or farm	$______	$______
Scholarships, fellowships	$______	$______
Other (for example, interest, rental property income, public assistance, and unemployment compensation)	$______	$______

OPINIONS ABOUT YOURSELF AND THE FUTURE

12. How far in school would you like to get?

		(Circle one.)
High school only		1
Vocational, trade, or business school	Less than two years	2
	Two years or more	3
College program	Some college (including two-year degree)	4
	Finish college (four- or five-year degree)	5
	Master's degree or equivalent	6
	Ph.D., M.D., or equivalent	7

13a. If no other funds were available (no scholarships, parental aid, or job), how much money would you be willing to borrow to get this schooling?

	(Circle one.)
None	0
Less than $500	1
$500 to $999	2
$1,000 to $1,999	3
$2,000 to $3,999	4
$4,000 to $4,999	5
$5,000 to $6,000	6
More than $6,000 (please specify amount __________)	7

13b. Has anyone discussed with you the terms and conditions necessary to borrow money for this purpose?

No	1 — *(SKIP to q. 14)*
Yes	2

Next page →

13c. As a result, was there any change in your borrowing plans?

	(Circle one.)
No, I had no borrowing plans	1
No, there was no change in my borrowing plans	2
Yes, I decided to borrow more than I planned	3
Yes, I decided to borrow less than I planned	4
Yes, I decided not to borrow for this purpose	5

14. As things stand now, how far in school do you think you actually will get?

(Circle one.)

High school only		1
Vocational, trade, or business school	Less than two years	2
	Two years or more	3
College program	Some college (including two-year degree)	4
	Finish college (four- or five-year degree)	5
	Master's degree or equivalent	6
	Ph.D., M.D., or equivalent	7

15. How do you feel about each of the following statements?

(Circle one number on each line.)

	Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
I take a positive attitude toward myself	1	2	3	4	5
Good luck is more important than hard work for success	1	2	3	4	5
I feel I am a person of worth, on an equal plane with others	1	2	3	4	5
I am able to do things as well as most other people	1	2	3	4	5
Every time I try to get ahead, something or somebody stops me	1	2	3	4	5
Planning only makes a person unhappy since plans hardly ever work out anyway	1	2	3	4	5
People who accept their condition in life are happier than those who try to change things	1	2	3	4	5
On the whole, I'm satisfied with myself	1	2	3	4	5

16. What do you expect to be doing in October 1974?

(Circle one number on each line.)

	Expect to be doing	Do not expect to be doing
Working for pay at a full-time or part-time job	1	2
Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)	1	2
Taking academic courses at a two- or four-year college	1	2
On active duty in the Armed Forces (or service academy)	1	2
Homemaker	1	2
Other (please describe:____________________)	1	2

17. Do you plan to have your first child (or another child) before October 1974?

(Circle one.)

Yes	1
No	2
Don't know	3

18. How many children altogether do you eventually expect to have?

	(Circle one.)
None	0
One	1
Two	2
Three	3
Four or more	4

19. What kind of work will you be doing when you are 30 years old? (Circle the one that comes closest to what you expect to be doing.)

CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	01
CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	02
FARMER, FARM MANAGER	03
HOMEMAKER OR HOUSEWIFE ONLY	04
LABORER such as construction worker, car washer, sanitary worker, farm laborer	05
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	06
MILITARY such as career officer, enlisted man or woman in the Armed Forces	07
OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver, gas station attendant	08
PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including public school teacher	09
PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher	10
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner	11
PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman	12
SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker	13
SCHOOL TEACHER such as elementary or secondary	14
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	15
TECHNICAL such as draftsman, medical or dental technician, computer programmer	16
NOT WORKING	17

20. How important is each of the following to you in your life? **(Circle one number on each line.)**

	Not Important	Somewhat Important	Very Important
Being successful in my line of work	1	2	3
Finding the right person to marry and having a happy family life	1	2	3
Having lots of money	1	2	3
Having strong friendships	1	2	3
Being able to find steady work	1	2	3
Being a leader in my community	1	2	3
Being able to give my children better opportunities than I've had	1	2	3
Living close to parents and relatives	1	2	3
Getting away from this area of the country	1	2	3
Working to correct social and economic inequalities	1	2	3
Having leisure time to enjoy my own interests	1	2	3

Section B — Education and Training

This section asks information about your training and education since leaving high school. First we would like to know....

21. Between the time you left high school and October 1973, have you participated in any program such as on-the-job training, registered apprenticeships, manpower training, personal enrichment, or correspondence courses? Do not include Armed Forces training programs, or regular school and college programs.

No .... 1 — *(SKIP to q. 23) Next page* ⟶
Yes 2

22a. What type of training program(s) have you participated in?

(Circle one number on each line.)

	Yes	**No**
On-the-job training (a program of instruction during normal working hours)	1	2
Formal Registered Apprenticeship (your State or Labor Union)	1	2
Manpower Development and Training (MDTA)	1	2
Work Incentive (WIN)	1	2
Neighborhood Youth Corps (NYC)	1	2
Other manpower program (please specify: ________________)	1	2
Correspondence course(s)	1	2
Non-credit courses for personal enrichment	1	2
Other (please specify: ________________________)	1	2

22b. What type of work were you being trained for or learning about? If you have participated in more than one program, answer for the one in which you spent the most time. (Examples: plumbing, typing, auto mechanic work, photography, sales, etc.)

(Write in): ______________________________

22c. How long does (or did) this program last?

(Circle one.)

Less than one month 1
One to five months 2
Six to eleven months 3
One year or more 4

22d. Have you completed this program?

(Circle one.)

Yes 1
No, left without completing 2
No, still enrolled 3

22e. Have you used this training on any job?

Yes 1
No 2

23. Since leaving high school, have you attended any school like a college or university, service academy, business school, trade school, technical institute, vocational school, community college, and so forth?

Yes .... 1 — *(SKIP to q. 25)*
No 2

24. Here are some reasons others have given for NOT continuing their formal education after leaving high school. Which of these reasons, if any, apply to you?

(Circle one number on each line.)

	Applies to me	**Does not apply to me**
Needed to earn money to support my family	1	2
Needed to earn money before I could pay for further education	1	2
Could not afford a four-year college or university education	1	2
Failed to find out in time about admission requirements, cost of attending, availability of a school in the area, etc.	1	2
Poor high school grades or poor scores on college admission tests	1	2
Lack of high school credits required for college entrance	1	2
Applied to one or more schools, but was not accepted	1	2
Lack of a school within commuting distance of my home	1	2
Discouraged from continuing by teachers or counselor	1	2
Discouraged from continuing by parents	1	2
Wanted to enter Armed Forces	1	2
My plans did not require more education	1	2
Planned to be married	1	2
School is not for me; I don't like it	1	2
Offered a job I wanted	1	2
Wanted to earn money for myself	1	2
Wanted practical experience before going on to school	1	2

(SKIP to Section C, page 15)

SCHOOL ATTENDANCE IN OCTOBER 1973

25. Were you taking classes or courses at any school during the first week of October 1973?

No .... 1 — *(SKIP to q. 29a, page 9)* →
Yes 2

26a. What is the exact name and location of the school you were attending in the first week of October 1973? (Please print and do not abbreviate.)

School Name: ____________________
City: ____________________ State: __________

26b. What kind of school is this? **(Circle one.)**

Vocational, trade, business or other career training school 1
Junior or community college (two-year) 2
Four-year college or university 3
Other (please describe: ____________________) 4

26c. Is this school public or private?

Public 1
Private 2

27a. When did you first attend this school? ____________ **(month)** ____________ **(year)**

27b. During the first week of October 1973, were you classified by this school as a full-time student?

Yes	1
No	2

27c. About how many hours a week did your classes meet in the subjects or courses in which you were enrolled at that time? Include time in lectures, shop, laboratories, etc.

____________ Hours per week

27d. At that time were you classified by your school as a freshman or sophomore?

(Circle one.)

My school doesn't classify students this way	1
Freshman (first-year student)	2
Sophomore (second-year student)	3
Other classification (specify: ______________________)	4

28a. As of the first week of October 1973, what was your actual or intended field of study or training area (for example, practical nurse, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.) Please name the specific field or area:

(Write in): ____

28b. Is this in an academic field or vocational area? Please select below the academic field OR vocational area which comes closest to this field or area.

(Circle only one academic field OR one vocational area.)

ACADEMIC FIELDS (typically leading to at least a Bachelor's degree)

Biological Sciences (zoology, physiology, anatomy, etc.)	01
Business (accounting, marketing, personnel management, etc.)	02
Education (elementary, special, physical, etc.)	03
Engineering (civil, electrical, mechanical, etc.)	04
Humanities and Fine Arts (music, religion, English, etc.)	05
Physical Sciences and Mathematics (physics, geology, chemistry, etc.)	06
Social Sciences (psychology, history, economics, sociology, etc.)	07
Other academic fields (agriculture, home economics, nursing, etc.)	08
An academic field, but undecided (circle here and SKIP to q. 29)	09

VOCATIONAL AREAS (typically not leading to a Bachelor's degree)

Office and Clerical (bookkeeping, stenography, commercial art, general office, etc.)	10
Computer Technology (keypunch operator, programming, computer operations, etc.)	11
Mechanical and Engineering Technology (automotive mechanic, machinist, construction, drafting, electronics, etc.)	12
Health Services (lab technician, occupational therapy, practical nursing, etc.)	13
Public Services (police science, food service, recreation, beautician, etc.)	14
Other vocational areas (agriculture, home economics, etc.)	15
A vocational area, but undecided (circle here and SKIP to q. 29)	16

28c. How long does it normally take to complete this program?

(Circle one.)

Less than three months	1
Three to five months	2
Six to eleven months	3
One to two years	4
More than two years	5

SCHOOL ATTENDANCE IN OCTOBER 1972

29a. Now please think back a year to the Fall of 1972. Were you taking classes or courses at any school during the month of October 1972?

Yes .... 1 — *(SKIP to q. 30)*

No 2

29b. Here are some reasons others have given for NOT continuing their formal education right after leaving high school. Which of these reasons apply to you?

(Circle one number on each line.)

	Applies to me	**Does not apply to me**
Needed to earn money to support my family	1	2
Needed to earn money before I could pay for further education	1	2
Could not afford a four-year college or university education	1	2
Failed to find out in time about admission requirements, cost of attending, availability of a school in the area, etc.	1	2
Poor high school grades or poor scores on college admission tests	1	2
Lack of high school credits required for college entrance	1	2
Applied to one or more schools, but was not accepted	1	2
Lack of a school within commuting distance of my home	1	2
Discouraged from continuing by teachers or counselor	1	2
Discouraged from continuing by parents	1	2
Wanted to enter Armed Forces	1	2
My plans did not require more education	1	2
Wanted to take a break	1	2
Planned to be married	1	2
School is not for me; I don't like it	1	2
Offered a job I wanted	1	2
Wanted to earn money for myself	1	2
Wanted practical experience before going on to school	1	2

SKIP to q. 39, page 12 →

30. Was the school you attended in October 1972 the same school you attended in the first week of October 1973? **(Circle one.)**

Yes .... 1 — *(SKIP to q. 33b)*

No, not enrolled in October 1973 .... 2 — *(SKIP to q. 32a)*

Next page →

No, enrolled in different school 3

31. What were your reasons for changing schools? **(Circle one number on each line.)**

	Applies to me	**Does not apply to me**
My interest changed, and my former school did not offer the course of study I wanted	1	2
Wanted to attend a less expensive school	1	2
My grades were too low to continue at the former school	1	2
Wanted to be at a smaller school	1	2
Wanted to be at a larger school	1	2
Wanted to attend school closer to home	1	2
Wanted to attend a school farther away from home	1	2
Wanted to attend a school that would give me better career opportunities	1	2
Wanted to attend a school where I could feel more like I belonged	1	2
Wanted to attend a school where I could maximize my intellectual and personal development	1	2
More group or social activities of interest	1	2

32a. What is the exact name and location of the school you were attending in the month of October 1972? (Please print and do not abbreviate.)

School Name: ______________________________
City: ______________________ State: ________

32b. What kind of school is this?

(Circle one.)

Vocational, trade, business or other career training school 1
Junior or community college (two-year) 2
Four-year college or university 3
Other (please describe: ____________________).....4

32c. Is this school public or private?

Public 1
Private 2

33a. When did you first attend this school? __________ **(month)** __________ **(year)**

33b. During October 1972, were you classified by this school as a full-time student?

Yes 1
No 2

33c. About how many hours a week did your classes meet in the subjects or courses in which you were enrolled at that time? Include time in lectures, shop, laboratories, etc.

__________ Hours per week

34. Was your field of study or training area in October 1972 the same as you indicated for the first week of October 1973?

(Circle one.)

Yes ....1 — *(SKIP to q. 39, page 12)* →
No, wasn't enrolled in October 1973 ....2 } — *(SKIP to q. 36a) Next page* →
No, none indicated for October 1973 ....3 }
No, different than in October 1973 4

35. Listed below are some reasons why students change fields or training areas. What were the reasons in your situation?

(Circle one number on each line.)

	Applies to me	**Does not apply to me**
Courses more difficult than I expected	1	2
Met people with new ideas	1	2
Poor advice on original choice	1	2
Lack of information on jobs related to original choice	1	2
Content of courses different from what I expected	1	2
New information about other fields of study or training areas	1	2
Interest aroused by courses	1	2
More jobs available for graduates in the field I changed to	1	2
Other (please specify: ____________________)	1	2

36a. In October 1972, what was your actual or intended field of study or training area (for example, practical nursing, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.)? Please name the specific field or area:

(Write in): ______________________________

36b. Is this in an academic field or vocational area? Please select below the academic field OR vocational area which comes closest to this field or area.

(Circle only one academic field OR vocational area.)

ACADEMIC FIELDS (typically leading to at least a Bachelor's degree)

Biological Sciences (zoology, physiology, anatomy, etc.)	01
Business (accounting, marketing, personnel management, etc.	02
Education (elementary, special, physical, etc.)	03
Engineering (civil, electrical, mechanical, etc.)	04
Humanities and Fine Arts (music, religion, English, etc.)	05
Physical Sciences and Mathematics (physics, geology, chemistry, etc.)	06
Social Sciences (psychology, history, economics, sociology, etc.)	07
Other academic fields (agriculture, home economics, nursing, etc.)	08
An academic field, but undecided (circle here and SKIP to q. 37)	09

VOCATIONAL AREAS (typically not leading to a Bachelor's degree)

Office and Clerical (bookkeeping, stenography, commercial art, general office, etc.)	10
Computer Technology (keypunch operator, programming, computer operations, etc.)	11
Mechanical and Engineering Technology (automotive mechanic, machinist, drafting, construction, electronics, etc.)	12
Health Services (lab technician, occupational therapy, practical nursing, etc.)	13
Public Services (police science, food service, recreation, beautician, etc.)	14
Other vocational areas (agriculture, home economics, etc.)	15
A vocational area, but undecided (circle here and SKIP to q. 37)	16

36c. How long does it normally take to complete this program?

(Circle one.)

Less than three months	1
Three to five months	2
Six to eleven months	3
One to two years	4
More than two years	5

37. Did you withdraw altogether from this school prior to completing your training or program of studies?

No	1 — *(SKIP to q. 39) Next page* ⟶
Yes	2

38. What were your reasons for withdrawing altogether? **(Circle one number on each line.)**

	Applies to me	**Does not apply to me**
Became ill	1	2
Had financial difficulties	1	2
Family emergency	1	2
Was offered a good job	1	2
Got married or planned to get married	1	2
School work was not relevant to the real world	1	2
Wanted to get practical experience	1	2
Courses were too hard	1	2
Failing or not doing as well as I wanted	1	2
Became homesick	1	2
Other (please describe: ______________________)	1	2

ATTENDANCE AT OTHER SCHOOLS AT OTHER TIMES

39. Besides any school(s) you may already have reported in this section of the questionnaire, have you attended any other schools since leaving high school? Include schools like colleges and universities, service academies, business schools, trade schools, technical institutes, vocational schools, community colleges, and so forth.

No ....1 — *(SKIP to q. 41a)*
Yes 2

40a. What is the exact name and location of this school? Please print and do not abbreviate. (If you attended more than one other school, then give the one that you attended the longest.)

School Name: ______________________________
City: ______________________ State: __________

40b. What kind of school is this? **(Circle one.)**

Vocational, trade, business or other career training school 1
Junior or community college (two-year) 2
Four-year college or university 3
Other (please describe: ______________________) 4

40c. When did you first attend this school? __________ **(month)** __________ **(year)**

40d. Are you currently attending this school?

Yes 1
No (Date left: __________ month __________ year) 2

EDUCATION AND TRAINING PROGRESS AFTER HIGH SCHOOL

41a. Since leaving high school which of the following best describes how well you have done in all of your course-work or training through October 1973? If your school(s) or program(s) do not use letter grades, please choose the letter grade that comes closest to describing your progress.

(Circle one.)

Mostly A 1
About half A and half B 2
Mostly B 3
About half B and half C 4
Mostly C 5
About half C and half D 6
Mostly D 7
Mostly below D 8

41b. Do any of these schools or programs give credits? **(Circle one.)**

I don't know ....1 } — *(SKIP to q. 42) Next page →*
No ....2 }
Yes 3

41c. Since leaving high school, about how many credits had you earned by October 1973? (Write in.)

__________ Number of quarter hours
__________ Number of semester hours
__________ Number of other type of credits (please specify type: ______________________)

42. Whether or not you were enrolled in school in the first week of October 1973, were you working at that time toward a certificate, degree, or license of any kind?

	(Circle one.)
No	1
Yes, a certificate (specify in what: ________________)	2
Yes, a license (specify in what: ________________)	3
Yes, a two-year or three-year vocational degree or diploma	4
Yes, a two-year academic degree	5
Yes, a four-year or five-year college Bachelor's degree	6
Yes, other (please specify: ________________)	7

43. Since leaving high school, had you earned any certificate, license, diploma, or degree of any kind prior to October 1973?

No	1
Yes (please specify ________________)	2

44a. Between the time you left high school and October 1973, had you participated in a formal program of academic or career counseling, tutoring, or remedial courses other than those services that were provided to all students in your college, school or training area?

	(Circle one.)	
Never heard of such a program	1	*(SKIP to q. 45)*
Have heard of such a program but have not participated	2	
Yes	3	

44b. What was the exact name, nature, and location of the program in which you participated?

Name of the program ________________________________

Nature of your participation: **(Circle one number on each line.)**

	Applies to me	**Does not apply to me**
Counseling	1	2
Tutoring	1	2
Remedial courses	1	2

Name of institution: ________________________________

City: ________________________ State ____________

45. With regard to your education and training since leaving high school, how satisfied as a whole are you with the following?

(Circle one number on each line.)

	Very satisfied	**Somewhat satisfied**	**Neutral or no opinion**	**Somewhat dissatisfied**	**Very dissatisfied**
The ability, knowledge, and personal qualities of most teachers	1	2	3	4	5
The social life	1	2	3	4	5
Development of my work skills	1	2	3	4	5
My intellectual growth	1	2	3	4	5
The amount of money I have to get along on	1	2	3	4	5

SCHOOL FINANCES

The purpose of this part is to learn how students pay for their training and education after leaving high school, so that financial aid programs can be changed to meet student needs better. The following questions apply to any training and education you received after leaving high school and before Fall 1973.

46a. About how much did training or schooling cost during the first year after high school, regardless of who paid? Give the expenses and the number of months you were in school or training during this period.

Total expenses $____________ Spent over how many months?____________

46b. How was this money spent?

$____________ Tuition and fees
$____________ Room and board
$____________ Books and supplies
$____________ Transportation
$____________ Other related school expenses (clothing, laundry, etc.)

47. In paying for these costs, how much came from each of the following sources? (Please circle all that apply and write in the amounts.)

SAVINGS OR EARNINGS		
Own savings or summer earnings	01	($________)
College work-study programs	02	($________)
Other earnings while taking courses	03	($________)
INDIVIDUAL SUPPORT		
Parents	04	($________)
Husband or wife	05	($________)
Other relatives or friends	06	($________)
SCHOLARSHIPS OR GRANTS		
Basic Educational Opportunity Grant Program	07	($________)
Supplementary Educational Opportunity Grant Program	08	($________)
College scholarship or grant from college funds	09	($________)
ROTC scholarship or stipend	10	($________)
Nursing Scholarship Program	11	($________)
Health Professions Scholarship Program	12	($________)
State scholarships	13	($________)
Other scholarships	14	($________)
LOANS		
Federal Guaranteed Student Loan Programs	15	($________)
State Loan Program	16	($________)
Regular bank loan	17	($________)
National Defense (Direct) Student Loan Program	18	($________)
Health Professions Student Loan Program	19	($________)
Nursing Student Loan Program	20	($________)
OTHER		
Law Enforcement Educational Program	21	($________)
Veterans Administration War Orphans or Survivors Benefits Programs	22	($________)
Veterans Administration direct benefits (GI Bill compensation or pension)	23	($________)
Vocational Rehabilitation Program benefits	24	($________)
Social Security Benefits (for students aged 18-22 who are children of retired, disabled, or deceased parents)	25	($________)

Section C — Civilian Work Experience

In this section we would like to obtain information about the jobs you have held in October 1973 and October 1972, including full-time jobs, part-time jobs, apprenticeships, and on-the-job training (but do not include military service).

JOB HELD IN OCTOBER 1973

48a. Did you hold a job of any kind during the first week of October 1973?

Yes .... 1 — *(SKIP to q. 49) Next page* ⟶
No 2

48b. What were the reasons you were not working during the first week of October 1973?

(Circle one number on each line.)

	Applies to me	**Does not apply to me**
Did not want to work	1	2
On temporary layoff from work or waiting to report to work	1	2
Was full-time homemaker	1	2
Going to school	1	2
Not enough job openings available	1	2
Union restrictions	1	2
Would have required moving	1	2
Required work experience I did not have	1	2
Jobs available offered little opportunity for career development	1	2
Health problems or physical handicap	1	2
Could not arrange child care	1	2
Other family responsibilities (including pregnancy)	1	2
Waiting to enter or in Armed Forces	1	2
Not educationally qualified for types of work available	1	2

48c. Were you looking for work during September 1973?

Yes .... 1 } — *(SKIP to q. 54a, page 17)* ⟶
No .... 2 }

49. Please describe below the job you held during the first week of October 1973. If you held more than one job at that time, describe the one at which you worked the most hours.

a. For **whom** did you work? (Name of company, business organization, or other employer)

(Write in): ______________________________

b. What **kind of business** or industry was this? (For example, retail shoe store, restaurant, etc.)

(Write in): ______________________________

c. What kind of **job or occupation** did you have in this business or industry? (For example, salesman, waitress, secretary, etc.)

(Write in): ______________________________

d. What were your most frequent **activities or duties** on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): ______________________________

e. Were you:

(Circle one.)

An employee of a PRIVATE company, business, or individual working for wages, salary, or commissions?	1
A GOVERNMENT employee (Federal, State, county, or local)?	2
Self-employed in your OWN business, professional practice, or farm?	3
Working WITHOUT PAY in family business or farm?	4

f. When did you **start** working at this job?__________(month)__________(year)

g. Are you **currently** working at this job?

Yes	1
No	2

50a. How many hours per WEEK did you usually work at this job up through the first week of October 1973?

__________Hours per week

50b. Approximately how much did you usually earn per WEEK at this job at that time before deductions? (If not paid by the week, please estimate.)

$__________per week

51. How satisfied were you with the following aspects of this job?

(Circle one number on each line.)

	Very satisfied	**Satisfied**	**Dissatisfied**	**Very dissatisfied**
Pay and fringe benefits	1	2	3	4
Importance and challenge	1	2	3	4
Working conditions	1	2	3	4
Opportunity for promotion and advancement with this employer	1	2	3	4
Opportunity for promotion and advancement in this line of work	1	2	3	4
Security and permanence	1	2	3	4
Opportunity for developing new skills	1	2	3	4
Job as a whole	1	2	3	4

52a. Do you expect to be working for this same employer in October 1974?

Yes 1
No..2

52b. Do you expect to be working at this same kind of job or occupation in October 1974?

Yes 1
No..2

53. Were you working at any other job during the first week of October 1973 at the same time as the job you described above?

Yes 1
No..2

JOB HELD IN OCTOBER 1972

54a. Now please think back to about a year ago. Did you hold a job of any kind during the month of October 1972?

(Circle one.)

Yes, same job as in October 1973 ....1 — *(SKIP to q. 56a)* } *Next page* ⟶
Yes, but different job than in October 1973 ....2 — *(SKIP to q. 55)* }
No..3

54b. What were the reasons you were not working during the month of October 1972?

(Circle one number on each line.)

	Applies to me	Does not apply to me
Did not want to work	1	2
On temporary layoff from work or waiting to report to work	1	2
Was full-time homemaker	1	2
Going to school	1	2
Not enough job openings available	1	2
Union restrictions	1	2
Would have required moving	1	2
Required work experience I did not have	1	2
Jobs available offered little opportunity for career development	1	2
Health problems or physical handicap	1	2
Could not arrange child care	1	2
Other family responsibilities (including pregnancy)	1	2
Waiting to enter or in Armed Forces	1	2
Not educationally qualified for types of work available	1	2

54c. Did you look for work during October 1972?

Yes ....1 } — *(SKIP to q. 58) Next page* ⟶
No..2 }

55

55. **Please describe below the job you held in October 1972. If you held more than one job at that time, describe the one at which you worked the most hours.**

a. For **whom** did you work? (Name of company, business organization, or other employer)

(Write in): ______________________________

b. What **kind of business** or industry was this? (For example, retail shoe store, restaurant, etc.)

(Write in): ______________________________

c. What kind of **job or occupation** did you have in this business or industry? (For example, salesman, waitress, secretary, etc.)

(Write in): ______________________________

d. What were your most frequent **activities or duties** on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): ______________________________

e. Were you:

(Circle one.)

An employee of a PRIVATE company, business, or individual working for wages, salary, or commissions? 1

A GOVERNMENT employee (Federal, State, county, or local)? 2

Self-employed in your OWN business, professional practice, or farm? 3

Working WITHOUT PAY in family business or farm? 4

f. When did you **start** working at this job? ____________ (month) ____________ (year)

g. Are you **currently** working at this job?

Yes 1

No (Left job: ____________month ____________year) 2

56a. **How many hours per WEEK did you usually work at this job in October 1972?**

____________Hours per week

56b. **Approximately how much did you usually earn per WEEK at this job back then before deductions? (If not paid by the week, please estimate.)**

$____________per week

57. **Were you working at any other job during the month of October 1972 at the same time as the job you described above?**

Yes 1

No..2

GENERAL

58. **Each part of this question refers to the entire 52-week period from October 1972 to October 1973.**

a. About how many different weeks did you work altogether during this period? (Count all weeks in which you did any work at all or were on paid vacation.) ____________Number of weeks

b. How many weeks during this period did you spend looking for work or on layoff from a job or waiting to report to a job? ____________Number of weeks

c. How many different employers did you work for altogether during this period? (Count each employer only once, even if you had different jobs for the same employer.) ____________Number of employers

59. Since leaving high school, what methods did you use at any time in looking for work, and were they useful?

(Circle one number on each line.)

	Never looked or used	**Used but did NOT obtain job**	**Used and obtained job**
High school employment service	1	2	3
Other school or college placement service	1	2	3
Professional periodicals or organizations	1	2	3
Civil Service applications	1	2	3
Public employment service	1	2	3
Private employment agency	1	2	3
Community action or welfare groups	1	2	3
Newspaper advertisement	1	2	3
Direct application to employers	1	2	3
Registration with a union	1	2	3
Friends or relatives	1	2	3
Other (specify: ________________)	1	2	3

60. While you were in high school, did you receive any specialized training intended to prepare you for immediate employment upon leaving school? (For example, auto mechanics, secretarial skills, or nurses aid.)

No ....1 — *(SKIP to Section D) Next page* ⟶
Yes (In what area did you receive this training? ________________) 2

61. Since leaving high school, have you worked in a job where you expected to use this training?

(Circle one.)

No, never looked for work where I could use it ....1 — *(SKIP to Section D) Next page* ⟶
No, but looked for work where I could use it ....2 — *(SKIP to q. 63)*
Yes 3

62. Which of the following apply to your experience while working in this area? **(Circle one number on each line.)**

	Applies to me	**Does not apply to me**
I have been able to apply almost everything I learned in my high school training	1	2
I have been able to apply the basic principles of my training, although some things are different	1	2
I would have liked more experience in my training before I started working	1	2
I received training different from the way it is done on the job	1	2
I found my high school training useful in on-the-job training program(s)	1	2
I was trained with tools or equipment that are not used on my job	1	2
I could have gotten my job without the training	1	2
I took coursework associated with my training which was not helpful in performing my job	1	2
I would have liked more information about what was expected in the job beyond skills training	1	2
I would have liked other types of experience or information to be included in the training (describe: ________________)	1	2
I consider myself doing as well as others with similar training	1	2
I consider the training a wise choice	1	2

63. Which of the following apply to your experiences when trying to find work in your area of high school training?
(Circle one number on each line.)

	Applies to me	**Does not apply to me**
I did not find many job openings in that type of work	1	2
I was told I was not qualified	1	2
I did not know how to use the equipment or tools of the job	1	2
I was not offered enough pay	1	2
I did not have enough experience	1	2
I decided to enter a different line of work	1	2
I did not have the coursework or knowledge required of the job	1	2
I was offered a job related to my training but did not take it	1	2

Section D — Military Service

64. Since leaving high school, have you served in the Armed Forces, in a Reserve or National Guard Unit, or have you been enrolled in one of the service academies (for example, West Point)?

(Circle one.)

No .... 1 } —*(SKIP to Section E, page 22)*
Yes, National Guard or Reserves but not active duty .... 2 }
Yes, active duty or service academy 3

65. Which branch of the Armed Forces did you enter? (Write in): ____________________

66. Did you enlist or were you drafted?

(Circle one.)

I entered a service academy.............. 1 *(SKIP to q. 72) Next page*
I enlisted .... 2 When? __________ **(month)** __________ **(year)**
I was drafted .... 3 When? __________ **(month)** __________ **(year)**

67. When did you begin active duty? __________ (month) __________ (year)

68. Have you received (or are you receiving) four or more weeks of specialized schooling while in the Armed Forces?

No .... 1 — *(SKIP to q. 70)*
Yes 2

69a. In which of the following fields have you received specialized schooling?

(Circle one.)

Business (e.g., administration, management, clerical work, communications, personnel work, etc.) 1
Computer Technology (e.g., computer programming, computer operations, etc.) 2
Health Professions (e.g., medical technology, occupational therapy, X-ray technology, pharmacy, etc.) 3
Mechanical and Engineering Technology (e.g., aircraft mechanics, automotive mechanics, construction, printing, drafting, machinist, electronics, etc.) 4
Services (e.g., food service, security work, aircraft control, etc.) 5
Other (please specify: ____________________) 6

69b. What is the name of the specialized schooling program in which you spent the longest period of time? Specify your military specialty code, or MOS. (Please print and do not abbreviate.)

Name of program: ____________________ **MOS:** __________

70. What is the highest pay grade and specialty rating you have held?

Pay grade: ____________________ **Specialty rating:** __________

71. Have you taken any courses while in the Armed Forces that:

(Circle one number on each line.)

	Yes	**No**
Prepared you for the high school equivalency test?	1	2
Prepared you for equivalency tests that can be taken for college credit?	1	2
Were college-sponsored courses which gave college credits?	1	2

72. Do you plan to use the GI Bill to further your education?

(Circle one.)

Yes	1
No	2
Undecided	3

73. How satisfied are (were) you with the following aspects of your work in the Armed Forces?

(Circle one number on each line.)

	Very satisfied	**Satisfied**	**Dissatisfied**	**Very dissatisfied**
Pay and fringe benefits	1	2	3	4
Importance and interest of work	1	2	3	4
Working conditions	1	2	3	4
Opportunity for promotion and advancement in the Armed Forces	1	2	3	4
Opportunity for promotion and advancement in my specialty	1	2	3	4
Security and permanence	1	2	3	4
Opportunity for developing new skills	1	2	3	4
Work as a whole	1	2	3	4

74. Are you currently on active duty?

No (Date left: __________ month __________ year) ..... 1 —— *(SKIP to Section E) Next page* ⟶

Yes 2

75. How long do you expect to be on active duty in the Armed Forces?

(Circle one.)

For a two-year tour of duty only	1
For a three- or four-year tour of duty	2
For more than one enlistment, but less than a full career	3
For a full career (20 years minimum)	4
Have not decided	5

76. What do you plan to do when you get out of the Armed Forces?

(Circle one number on each line.)

	Applies to me	**Does not apply to me**
Full- or part-time work	1	2
College, either full-time or part-time	1	2
Technical, vocational, or business or career training school, either full-time or part-time	1	2
Registered apprenticeship or on-the-job training program	1	2
Retire	1	2
Undecided	1	2
Other (please specify: ____________________)	1	2

Section E — Information About The Past

77. Have your (a) parents or guardians or have your (b) friends your own age either encouraged or discouraged you in doing the following things since you left high school?

(a) PARENTS OR GUARDIANS (Circle one number on each line.)					**(b) FRIENDS YOUR OWN AGE** (Circle one number on each line.)			
Encouraged	**Discouraged**	**Both**	**Neither**		**Encouraged**	**Discouraged**	**Both**	**Neither**
1	2	3	4	Getting a job or going to work	1	2	3	4
1	2	3	4	Going to school for vocational or technical training	1	2	3	4
1	2	3	4	Going to college for an academic education	1	2	3	4
1	2	3	4	Getting married	1	2	3	4
1	2	3	4	Entering the Armed Forces	1	2	3	4
1	2	3	4	Traveling or taking a break	1	2	3	4

78. What is the highest educational level completed by your mother and father? If you are not sure, please give your best guess.

(Circle one number on each line.)

		High School		**Vocational, trade, business, or career program in a school or college**		**Academic programs**			
	None or grade school only	**Did not finish**	**Finished**	**Less than two years**	**Two years or more**	**Some college (including two-year degree)**	**Finished college (four-or five-year degree)**	**Master's degree or equivalent**	**Ph. D., M.D., or equivalent**
Father or male guardian	1	2	3	4	5	6	7	8	9
Mother or female guardian	1	2	3	4	5	6	7	8	9

79. Please describe below the job most recently held by your father (or male guardian), even if he is retired, deceased, or disabled.

a. For **whom** does (or did) he work? (Name of company, business, organization, or other employer)

(Write in): ____________________

b. What **kind of business** or industry is (or was) this? (For example, retail store, manufacturer, state or city government, farming, etc.)

(Write in): ____________________

c. What kind of **job or occupation** does (or did) he have in this business or industry? (For example, salesman, foreman, policeman, civil engineer, farmer, teacher)

(Write in): ____________________

d. What are (or were) his most frequent **activities or duties** on this job? (For example, selling cars, keeping accounts, supervising others, operating machinery, finishing concrete, teaching grade school)

(Write in): ____________________

80. Did your mother (or female guardian) usually work during the following periods of your life?

(Circle one number on each line.)

	Did not work	**Worked part-time**	**Worked full-time**	**Does not apply**
When you were in high school	1	2	3	4
When you were in elementary school	1	2	3	4
Before you went to elementary school	1	2	3	4

81. Did you formally apply for admission (fill out a form and send it in) to any college or other school at any time before October 1973?

No .... 1 — *(SKIP to q. 85) Next page* ⟶
Yes 2

82a. When you first applied, what was the name and address of the FIRST school or college of your choice?

Name: ____________________
Address: ____________________
(city) (state)

82b. Were you accepted for admission at this school?

(Circle one.)

Yes, and attended 1
Yes, but this school did not have enough room 2
Yes, but did not attend for other reasons 3
No, was not accepted 4

82c. Did you apply for financial aid at this school?

(Circle one.)

No .... 1 } — *(SKIP to q. 83a)*
Yes, but was offered no financial aid .... 2 }
Yes, and was offered financial aid 3

82d. What were the approximate values of the financial aid that you were offered for the first academic year? (If none, enter "none")

Scholarship: $__________ Loan: $__________ Promised job: $__________

83a. At that time, what was the name and address of your SECOND CHOICE school or college?

I applied to only one school .... 1 — *(SKIP to q. 85) Next page* ⟶
Name: ____________________
Address: ____________________
(city) (state)

83b. Were you accepted for admission at this school?

(Circle one.)

Yes, and attended 1
Yes, but this school did not have enough room 2
Yes, but did not attend for other reasons 3
No, was not accepted 4

83c. Did you apply for financial aid at this school?

(Circle one.)

No .... 1 } —*(SKIP to q. 84a)*
Yes, but was offered no financial aid .... 2 }
Yes, and was offered financial aid 3

83d. What were the approximate values of the financial aid that you were offered for the first academic year? (If none, enter "none")

Scholarship: $__________ Loan: $__________ Promised job: $__________

84a. At that time, what was the name and address of your THIRD CHOICE school or college?

I applied to only two schools .... 1 — *(SKIP to q. 85)*

Name: ________________________
Address: ________________________
(city) (state)

84b. Were you accepted for admission at this school?

(Circle one.)

Yes, and attended 1
Yes, but this school did not have enough room 2
Yes, but did not attend for other reasons 3
No, was not accepted 4

84c. Did you apply for financial aid at this school?

(Circle one.)

No .... 1 } —*(SKIP to q. 85)*
Yes, but was offered no financial aid .... 2 }
Yes, and was offered financial aid 3

84d. What were the approximate values of the financial aid that you were offered for the first academic year? (If none, enter "none")

Scholarship: $__________ Loan: $__________ Promised job: $__________

85. How helpful were your high school's counseling services in each of the following areas?

(Circle one number on each line.)

			SERVICES CONSULTED AND...		
	Services NOT available	**Services available but NOT consulted**	**Very helpful**	**Helpful**	**NOT helpful**
Learning how my interests and abilities fit with different jobs or occupations	1	2	3	4	5
Finding out where to train for the job or occupation I wanted	1	2	3	4	5
Placing me in a job or helping me to find employment	1	2	3	4	5
Finding out the schools or colleges I qualified for which suited my abilities and interests	1	2	3	4	5
Finding out about costs at different schools or colleges and how to obtain financial aid	1	2	3	4	5
Obtaining financial aid to go to school or college	1	2	3	4	5
Recommending fields of work likely to have expanding employment opportunities	1	2	3	4	5

Section F — Background Information

Please PRINT the name, address, and telephone number where you can most usually be reached during the coming year.

Name:		
Address (number, street, city, state and ZIP code)	Telephone	
	Area Code	Number

Please PRINT the name, address and telephone number of your parents.

Name:		
Address (number, street, city, state and ZIP code)	Telephone	
	Area Code	Number

Please PRINT the names and addresses of two other people who will know where to get in touch with you during the coming year. (List no more than one person who now lives with you.)

Name:		
Address (number, street, city, state and ZIP code)	Telephone	
	Area Code	Number

Name:		
Address (number, street, city, state and ZIP code)	Telephone	
	Area Code	Number

Please give the following information about yourself.

(a) Date of birth ________________ (month) ________________ (day) ________________ (year)

(b) Sex: (Circle one.) Male............1
Female.........2

(c) Social Security No. ________________________

(d) Driver's License No. ______________________ State ________________

(e) When did you complete this questionnaire? ____________(month)____________(day)____________(year)

THANK YOU FOR YOUR COOPERATION

THIS INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE USED ONLY FOR FUTURE FOLLOW-UPS IN THE NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

O.M.B. No. 51-S-73030
APPROVAL EXPIRES 9-1-74

OPERATION FOLLOW-UP

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

First Follow-Up Questionnaire

Form B

Prepared for the
UNITED STATES OFFICE OF EDUCATION
BY RESEARCH TRIANGLE INSTITUTE □ RESEARCH TRIANGLE PARK, NORTH CAROLINA
FALL 1973

C.

E FORM 2367, 9/73
RC 3400

U.S. Office of Education
Department of Health, Education, & Welfare
Washington, D.C. 20202

Dear OPERATION FOLLOW-UP Participant:

More than a year has passed since you left high school, and the U.S. Office of Education is sponsoring the National Longitudinal Study of the High School Class of 1972. This study, being conducted by the U.S. Bureau of the Census and the Research Triangle Institute of North Carolina, is called OPERATION FOLLOW-UP. It is a nation-wide study which, we expect, will continue over a period of 6 to 8 years and produce valuable and interesting information.

We are asking you to participate in OPERATION FOLLOW-UP. The purpose of this follow-up is to find out what has happened to you and other seniors after leaving high school. The fact that you are working, married, in college or vocational school, or starting a family is important not only to you, but also to educational planners and policymakers. Through your completion of this questionnaire, valuable information can be obtained about a very important part of this country's population--young adults who are going through some of the most significant experiences of their lives.

Please take a little time and fill out this questionnaire. Let us know what you are doing, what you have done since high school, and what you are planning to do in the next year or so. All of the information that you provide will be absolutely confidential; your name will never be published or associated in any way with your individual answers. If there are questions that you would rather not answer, simply do not answer them.

About the questionnaire: you will not need to answer all sections of it. Begin with Section A and follow the instructions for each question. Your answers will guide you to skip parts which don't apply to you. Please follow all these instructions carefully. Most of the questions can be answered simply by circling the number for the response you choose. In some cases, you are asked to write out your answer to a question.

When you complete this questionnaire please return it to us in the enclosed post-paid envelope. We'll be waiting to hear from you.

We will be sending you results from OPERATION FOLLOW-UP in 1974. Watch for our OPERATION FOLLOW-UP Newsletters.

Sincerely,

JA. Davis

J. A. Davis
RTI Project Director
Center for Educational Research and Evaluation

K. A. Tabler

K. A. Tabler
USOE Project Director
National Center for Educational Statistics

P.S. May we have your permission to collect school record information (grades, admission test scores, and program) from your high school? This information, too, will be kept in absolute confidence. Please sign your name below if you give permission.

____
(signature)

Section A — General Information

1. **What are you doing now?**

(Circle one number on each line.)

	Applies to me	**Does not apply to me**
Working for pay at a full-time or part-time job	1	2
Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)	1	2
Taking academic courses at a two- or four-year college	1	2
On active duty in the Armed Forces (or service academy)	1	2
Homemaker	1	2
Temporary lay-off from work, looking for work, or waiting to report to work	1	2
Other (please describe:______________________)	1	2

2. **Did you complete high school?**

(Circle one.)

No, still in high school	1	*(SKIP to q. 4)*
No, left high school without completing	2	
Yes, graduated	3	
Yes, left high school without graduating but have since passed a high school equivalency test, for example, the GED	4	

3. **When did you leave or graduate from the last high school that you attended?**

Date left:____________ (month)____________ (year)

FACTS ABOUT YOU IN OCTOBER 1973

4. **With whom did you live, as of the first week of October 1973?**

(Circle one.)

By myself	1
Parents	2
With husband or wife	3
With other relatives	4
With person(s) not related to me	5

5. **How would you describe your living quarters, as of the first week of October 1973?**

(Circle one.)

Private house or apartment	1
Dormitory or apartment operated by a school or college	2
Fraternity or sorority house	3
Rooming or boarding house	4
Other (please describe:______________________)	5

6a. Which of the following best describes the location of the place where you lived in the first week of October 1973?

(Circle one.)

In a rural or farming community 1
In a small city or town of fewer than 50,000 people that is not a suburb of a larger place 2
In a medium-sized city (50,000-100,000 people) 3
In a suburb of a medium-sized city 4
In a large city (100,000-500,000 people) 5
In a suburb of a large city 6
In a very large city (over 500,000 people) 7
In a suburb of a very large city 8

6b. How far is this from the place where you lived as a senior in high school?

(Circle one.)

Same place I lived in when I was a senior in high school 1
Less than 50 miles 2
50 to 99 miles 3
100 to 199 miles 4
200 to 499 miles 5
500 miles or more 6

7a. What was your marital status, as of the first week of October 1973?

(Circle one.)

Never married, but plan to be married within the next 12 months .... 1 } *(SKIP to q. 9)*
Never married, and don't plan to be married within the next 12 months .... 2 }
Married 3
Separated, divorced, or widowed 4

7b. When were you first married? ____________ **(month)** ____________ **(year)**

8. Did you have any children as of the first week of October 1973?

No 1
Yes (How many? ______________________) 2

9. As of the first week of October 1973, were you dependent upon your parents or any other friends or relatives for more than one half of your financial support?

Yes 1
No 2

10. As of the first week of October 1973, how many persons (not counting yourself) were dependent upon YOU for more than one half of their financial support?

(Circle one.)

None 0
One 1
Two 2
Three or more 3

11. What is the best estimate of your income before taxes for all of 1973? If you are married, please estimate your husband's or wife's income in the second column provided. Do not include loans or gifts.

	Your Own Income	**Your Spouse's Income**
TOTAL INCOME	$_______	$_______
From wages, salaries, commissions, and net income from business or farm	$_______	$_______
Scholarships, fellowships	$_______	$_______
Other (for example, interest, rental property income, public assistance, and unemployment compensation)	$_______	$_______

OPINIONS ABOUT YOURSELF AND THE FUTURE

12. How far in school would you like to get?

		(Circle one.)
High school only		1
Vocational, trade, or business school	Less than two years	2
	Two years or more	3
College program	Some college (including two-year degree)	4
	Finish college (four- or five-year degree)	5
	Master's degree or equivalent	6
	Ph.D., M.D., or equivalent	7

13a. If no other funds were available (no scholarships, parental aid, or job), how much money would you be willing to borrow to get this schooling?

	(Circle one.)
None	0
Less than $500	1
$500 to $999	2
$1,000 to $1,999	3
$2,000 to $3,999	4
$4,000 to $4,999	5
$5,000 to $6,000	6
More than $6,000 (please specify amount ______________)	7

13b. Has anyone discussed with you the terms and conditions necessary to borrow money for this purpose?

No	1 — *(SKIP to q. 14) Next page* ⟶
Yes	2

13c. As a result, was there any change in your borrowing plans?

	(Circle one.)
No, I had no borrowing plans	1
No, there was no change in my borrowing plans	2
Yes, I decided to borrow more than I planned	3
Yes, I decided to borrow less than I planned	4
Yes, I decided not to borrow for this purpose	5

14. As things stand now, how far in school do you think you actually will get?

(Circle one.)

High school only		1
Vocational, trade, or business school	Less than two years	2
	Two years or more	3
College program	Some college (including two-year degree)	4
	Finish college (four- or five-year degree)	5
	Master's degree or equivalent	6
	Ph.D., M.D., or equivalent	7

15. How do you feel about each of the following statements?

(Circle one number on each line.)

	Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
I take a positive attitude toward myself	1	2	3	4	5
Good luck is more important than hard work for success	1	2	3	4	5
I feel I am a person of worth, on an equal plane with others	1	2	3	4	5
I am able to do things as well as most other people	1	2	3	4	5
Every time I try to get ahead, something or somebody stops me	1	2	3	4	5
Planning only makes a person unhappy since plans hardly ever work out anyway	1	2	3	4	5
People who accept their condition in life are happier than those who try to change things	1	2	3	4	5
On the whole, I'm satisfied with myself	1	2	3	4	5

16. What do you expect to be doing in October 1974?

(Circle one number on each line.)

	Expect to be doing	Do not expect to be doing
Working for pay at a full-time or part-time job	1	2
Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)	1	2
Taking academic courses at a two- or four-year college	1	2
On active duty in the Armed Forces (or service academy)	1	2
Homemaker	1	2
Other (please describe: ______________________)	1	2

17. Do you plan to have your first child (or another child) before October 1974?

(Circle one.)

Yes	1
No	2
Don't know	3

18. How many children altogether do you eventually expect to have?

	(Circle one.)
None	0
One	1
Two	2
Three	3
Four or more	4

19. What kind of work will you be doing when you are 30 years old? (Circle the one that comes closest to what you expect to be doing.)

CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	01
CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	02
FARMER, FARM MANAGER	03
HOMEMAKER OR HOUSEWIFE ONLY	04
LABORER such as construction worker, car washer, sanitary worker, farm laborer	05
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	06
MILITARY such as career officer, enlisted man or woman in the Armed Forces	07
OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver, gas station attendant	08
PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including public school teacher	09
PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher	10
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner	11
PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman	12
SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker	13
SCHOOL TEACHER such as elementary or secondary	14
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	15
TECHNICAL such as draftsman, medical or dental technician, computer programmer	16
NOT WORKING	17

20. How important is each of the following to you in your life? **(Circle one number on each line.)**

	Not Important	Somewhat Important	Very Important
Being successful in my line of work	1	2	3
Finding the right person to marry and having a happy family life	1	2	3
Having lots of money	1	2	3
Having strong friendships	1	2	3
Being able to find steady work	1	2	3
Being a leader in my community	1	2	3
Being able to give my children better opportunities than I've had	1	2	3
Living close to parents and relatives	1	2	3
Getting away from this area of the country	1	2	3
Working to correct social and economic inequalities	1	2	3
Having leisure time to enjoy my own interests	1	2	3

Section B — Education and Training

This section asks information about your training and education since leaving high school. First we would like to know....

21. Between the time you left high school and October 1973, have you participated in any program such as on-the-job training, registered apprenticeships, manpower training, personal enrichment, or correspondence courses? Do not include Armed Forces training programs, or regular school and college programs.

No .... 1 — *(SKIP to q. 23) Next page* →
Yes 2

22a. What type of training program(s) have you participated in?

(Circle one number on each line.)

	Yes	**No**
On-the-job training (a program of instruction during normal working hours)	1	2
Formal Registered Apprenticeship (your State or Labor Union)	1	2
Manpower Development and Training (MDTA)	1	2
Work Incentive (WIN)	1	2
Neighborhood Youth Corps (NYC)	1	2
Other manpower program (please specify: ______________)	1	2
Correspondence course(s)	1	2
Non-credit courses for personal enrichment	1	2
Other (please specify: ______________)	1	2

22b. What type of work were you being trained for or learning about? If you have participated in more than one program, answer for the one in which you spent the most time. (Examples: plumbing, typing, auto mechanic work, photography, sales, etc.)

(Write in): ______________________

22c. How long does (or did) this program last?

(Circle one.)

Less than one month 1
One to five months 2
Six to eleven months 3
One year or more 4

22d. Have you completed this program?

(Circle one.)

Yes 1
No, left without completing 2
No, still enrolled 3

22e. Have you used this training on any job?

Yes 1
No 2

23. Since leaving high school, have you attended any school like a college or university, service academy, business school, trade school, technical institute, vocational school, community college, and so forth?

Yes .... 1 — *(SKIP to q. 25)*
No 2

24. Here are some reasons others have given for NOT continuing their formal education after leaving high school. Which of these reasons, if any, apply to you?

(Circle one number on each line.)

	Applies to me	**Does not apply to me**
Needed to earn money to support my family	1	2
Needed to earn money before I could pay for further education	1	2
Could not afford a four-year college or university education	1	2
Failed to find out in time about admission requirements, cost of attending, availability of a school in the area, etc.	1	2
Poor high school grades or poor scores on college admission tests	1	2
Lack of high school credits required for college entrance	1	2
Applied to one or more schools, but was not accepted	1	2
Lack of a school within commuting distance of my home	1	2
Discouraged from continuing by teachers or counselor	1	2
Discouraged from continuing by parents	1	2
Wanted to enter Armed Forces	1	2
My plans did not require more education	1	2
Planned to be married	1	2
School is not for me; I don't like it	1	2
Offered a job I wanted	1	2
Wanted to earn money for myself	1	2
Wanted practical experience before going on to school	1	2

(SKIP to Section C, page 15)

SCHOOL ATTENDANCE IN OCTOBER 1973

25. Were you taking classes or courses at any school during the first week of October 1973?

No .... 1 — *(SKIP to q. 29a, page 9)* →
Yes 2

26a. What is the exact name and location of the school you were attending in the first week of October 1973? (Please print and do not abbreviate.)

School Name: ____________________
City: ____________________ State: __________

26b. What kind of school is this? **(Circle one.)**

Vocational, trade, business or other career training school 1
Junior or community college (two-year) 2
Four-year college or university 3
Other (please describe: ____________________) 4

26c. Is this school public or private?

Public 1
Private 2

27a. When did you first attend this school? _______________(month)_______________(year)

27b. During the first week of October 1973, were you classified by this school as a full-time student?

Yes 1
No 2

27c. About how many hours a week did your classes meet in the subjects or courses in which you were enrolled at that time? Include time in lectures, shop, laboratories, etc.

_______________ Hours per week

27d. At that time were you classified by your school as a freshman or sophomore?

(Circle one.)

My school doesn't classify students this way 1
Freshman (first-year student) 2
Sophomore (second-year student) 3
Other classification (specify: ____________________________) 4

28a. As of the first week of October 1973, what was your actual or intended field of study or training area (for example, practical nurse, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.) Please name the specific field or area:

(Write in): ____

28b. Is this in an academic field or vocational area? Please select below the academic field OR vocational area which comes closest to this field or area.

(Circle only one academic field OR one vocational area.)

ACADEMIC FIELDS (typically leading to at least a Bachelor's degree)

Biological Sciences (zoology, physiology, anatomy, etc.) 01
Business (accounting, marketing, personnel management, etc.) 02
Education (elementary, special, physical, etc.) .. 03
Engineering (civil, electrical, mechanical, etc.) .. 04
Humanities and Fine Arts (music, religion, English, etc.) 05
Physical Sciences and Mathematics (physics, geology, chemistry, etc.) 06
Social Sciences (psychology, history, economics, sociology, etc.) 07
Other academic fields (agriculture, home economics, nursing, etc.) 08
An academic field, but undecided (circle here and SKIP to q. 29) 09

VOCATIONAL AREAS (typically not leading to a Bachelor's degree)

Office and Clerical (bookkeeping, stenography, commercial art, general office, etc.) 10
Computer Technology (keypunch operator, programming, computer operations, etc.) 11
Mechanical and Engineering Technology (automotive mechanic, machinist, construction, drafting, electronics, etc.) 12
Health Services (lab technician, occupational therapy, practical nursing, etc.) 13
Public Services (police science, food service, recreation, beautician, etc.) 14
Other vocational areas (agriculture, home economics, etc.) 15
A vocational area, but undecided (circle here and SKIP to q. 29) 16

28c. How long does it normally take to complete this program?

(Circle one.)

Less than three months 1
Three to five months 2
Six to eleven months 3
One to two years 4
More than two years 5

SCHOOL ATTENDANCE IN OCTOBER 1972

29a. Now please think back a year to the Fall of 1972. Were you taking classes or courses at any school during the month of October 1972?

Yes .... 1 —(*SKIP to q. 30*)
No 2

29b. Here are some reasons others have given for NOT continuing their formal education right after leaving high school. Which of these reasons apply to you?

(Circle one number on each line.)

	Applies to me	Does not apply to me
Needed to earn money to support my family	1	2
Needed to earn money before I could pay for further education	1	2
Could not afford a four-year college or university education	1	2
Failed to find out in time about admission requirements, cost of attending, availability of a school in the area, etc.	1	2
Poor high school grades or poor scores on college admission tests	1	2
Lack of high school credits required for college entrance	1	2
Applied to one or more schools, but was not accepted	1	2
Lack of a school within commuting distance of my home	1	2
Discouraged from continuing by teachers or counselor	1	2
Discouraged from continuing by parents	1	2
Wanted to enter Armed Forces	1	2
My plans did not require more education	1	2
Wanted to take a break	1	2
Planned to be married	1	2
School is not for me; I don't like it	1	2
Offered a job I wanted	1	2
Wanted to earn money for myself	1	2
Wanted practical experience before going on to school	1	2

SKIP to q. 39, page 12 →

30. Was the school you attended in October 1972 the same school you attended in the first week of October 1973? **(Circle one.)**

Yes .... 1 —(*SKIP to q. 33b*) } *Next page* →
No, not enrolled in October 1973 .... 2 —(*SKIP to q. 32a*) }
No, enrolled in different school 3

31. What were your reasons for changing schools? **(Circle one number on each line.)**

	Applies to me	Does not apply to me
My interest changed, and my former school did not offer the course of study I wanted	1	2
Wanted to attend a less expensive school	1	2
My grades were too low to continue at the former school	1	2
Wanted to be at a smaller school	1	2
Wanted to be at a larger school	1	2
Wanted to attend school closer to home	1	2
Wanted to attend a school farther away from home	1	2
Wanted to attend a school that would give me better career opportunities	1	2
Wanted to attend a school where I could feel more like I belonged	1	2
Wanted to attend a school where I could maximize my intellectual and personal development	1	2
More group or social activities of interest	1	2

32a. What is the exact name and location of the school you were attending in the month of October 1972? (Please print and do not abbreviate.)

School Name: ____________________

City: ____________________ State: __________

32b. What kind of school is this?

	(Circle one.)
Vocational, trade, business or other career training school	1
Junior or community college (two-year)	2
Four-year college or university	3
Other (please describe: ____________________)	4

32c. Is this school public or private?

Public	1
Private	2

33a. When did you first attend this school? __________ **(month)** __________ **(year)**

33b. During October 1972, were you classified by this school as a full-time student?

Yes	1
No	2

33c. About how many hours a week did your classes meet in the subjects or courses in which you were enrolled at that time? Include time in lectures, shop, laboratories, etc.

__________ Hours per week

34. Was your field of study or training area in October 1972 the same as you indicated for the first week of October 1973?

	(Circle one.)	
Yes	1	*(SKIP to q. 39, page 12)* →
No, wasn't enrolled in October 1973	2	*(SKIP to q. 36a) Next page* →
No, none indicated for October 1973	3	
No, different than in October 1973	4	

35. Listed below are some reasons why students change fields or training areas. What were the reasons in your situation?

(Circle one number on each line.)

	Applies to me	**Does not apply to me**
Courses more difficult than I expected	1	2
Met people with new ideas	1	2
Poor advice on original choice	1	2
Lack of information on jobs related to original choice	1	2
Content of courses different from what I expected	1	2
New information about other fields of study or training areas	1	2
Interest aroused by courses	1	2
More jobs available for graduates in the field I changed to	1	2
Other (please specify: ____________________)	1	2

36a. **In October 1972, what was your actual or intended field of study or training area (for example, practical nursing, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.)? Please name the specific field or area:**

(Write in): ____

36b. **Is this in an academic field or vocational area? Please select below the academic field OR vocational area which comes closest to this field or area.**

(Circle only one academic field OR vocational area.)

ACADEMIC FIELDS (typically leading to at least a Bachelor's degree)	
Biological Sciences (zoology, physiology, anatomy, etc.)	01
Business (accounting, marketing, personnel management, etc.	02
Education (elementary, special, physical, etc.)	03
Engineering (civil, electrical, mechanical, etc.)	04
Humanities and Fine Arts (music, religion, English, etc.)	05
Physical Sciences and Mathematics (physics, geology, chemistry, etc.)	06
Social Sciences (psychology, history, economics, sociology, etc.)	07
Other academic fields (agriculture, home economics, nursing, etc.)	08
An academic field, but undecided (circle here and SKIP to q. 37)	09

VOCATIONAL AREAS (typically not leading to a Bachelor's degree)	
Office and Clerical (bookkeeping, stenography, commercial art, general office, etc.)	10
Computer Technology (keypunch operator, programming, computer operations, etc.)	11
Mechanical and Engineering Technology (automotive mechanic, machinist, drafting, construction, electronics, etc.)	12
Health Services (lab technician, occupational therapy, practical nursing, etc.)	13
Public Services (police science, food service, recreation, beautician, etc.)	14
Other vocational areas (agriculture, home economics, etc.)	15
A vocational area, but undecided (circle here and SKIP to q. 37)	16

36c. **How long does it normally take to complete this program?**

	(Circle one.)
Less than three months	1
Three to five months	2
Six to eleven months	3
One to two years	4
More than two years	5

37. **Did you withdraw altogether from this school prior to completing your training or program of studies?**

No	1 — *(SKIP to q. 39) Next page* ⟶
Yes	2

38. **What were your reasons for withdrawing altogether?** **(Circle one number on each line.)**

	Applies to me	**Does not apply to me**
Became ill	1	2
Had financial difficulties	1	2
Family emergency	1	2
Was offered a good job	1	2
Got married or planned to get married	1	2
School work was not relevant to the real world	1	2
Wanted to get practical experience	1	2
Courses were too hard	1	2
Failing or not doing as well as I wanted	1	2
Became homesick	1	2
Other (please describe: ______________________________)	1	2

ATTENDANCE AT OTHER SCHOOLS AT OTHER TIMES

39. Besides any school(s) you may already have reported in this section of the questionnaire, have you attended any other schools since leaving high school? Include schools like colleges and universities, service academies, business schools, trade schools, technical institutes, vocational schools, community colleges, and so forth.

No .... 1 — *(SKIP to q. 41a)*
Yes 2

40a. What is the exact name and location of this school? Please print and do not abbreviate. (If you attended more than one other school, then give the one that you attended the longest.)

School Name: ____________________
City: ____________________ State: __________

40b. What kind of school is this? **(Circle o[illegible]**

Vocational, trade, business or other career training school 1
Junior or community college (two-year) 2
Four-year college or university 3
Other (please describe: ____________________) 4

40c. When did you first attend this school? __________ (month) __________ (year)

40d. Are you currently attending this school?

Yes 1
No (Date left: __________ month __________ year) 2

EDUCATION AND TRAINING PROGRESS AFTER HIGH SCHOOL

41a. Since leaving high school which of the following best describes how well you have done in all of your course-work or training through October 1973? If your school(s) or program(s) do not use letter grades, please choose the letter grade that comes closest to describing your progress.

(Circle one.)

Mostly A 1
About half A and half B 2
Mostly B 3
About half B and half C 4
Mostly C 5
About half C and half D 6
Mostly D 7
Mostly below D 8

41b. Do any of these schools or programs give credits? **(Circle one.)**

I don't know .... 1 } — *(SKIP to q. 42) Next page →*
No .... 2 }
Yes 3

41c. Since leaving high school, about how many credits had you earned by October 1973? (Write in.)

__________ Number of quarter hours
__________ Number of semester hours
__________ Number of other type of credits (please specify type: ____________________)

42. Whether or not you were enrolled in school in the first week of October 1973, were you working at that time toward a certificate, degree, or license of any kind?

(Circle one.)

No 1
Yes, a certificate (specify in what: ______________________) 2
Yes, a license (specify in what: ______________________) 3
Yes, a two-year or three-year vocational degree or diploma 4
Yes, a two-year academic degree 5
Yes, a four-year or five-year college Bachelor's degree 6
Yes, other (please specify: ______________________) 7

43. Since leaving high school, had you earned any certificate, license, diploma, or degree of any kind prior to October 1973?

No.. 1
Yes (please specify ______________________) 2

44a. Between the time you left high school and October 1973, had you participated in a formal program of academic or career counseling, tutoring, or remedial courses other than those services that were provided to all students in your college, school or training area?

(Circle one.)

Never heard of such a program .... 1 } *(SKIP to q. 45)*
Have heard of such a program but have not participated .... 2 }
Yes 3

44b. What was the exact name, nature, and location of the program in which you participated?

Name of the program ______________________

Nature of your participation: **(Circle one number on each line.)**

	Applies to me	**Does not apply to me**
Counseling	1	2
Tutoring	1	2
Remedial courses	1	2

Name of institution: ______________________
City: ______________________ State ____________

45. With regard to your education and training since leaving high school, how satisfied as a whole are you with the following?

(Circle one number on each line.)

	Very satisfied	**Somewhat satisfied**	**Neutral or no opinion**	**Somewhat dissatisfied**	**Very dissatisfied**
The ability, knowledge, and personal qualities of most teachers	1	2	3	4	5
The social life	1	2	3	4	5
Development of my work skills	1	2	3	4	5
My intellectual growth	1	2	3	4	5
The amount of money I have to get along on	1	2	3	4	5

SCHOOL FINANCES

The purpose of this part is to learn how students pay for their training and education after leaving high school, so that financial aid programs can be changed to meet student needs better. The following questions apply to any training and education you received after leaving high school and before Fall 1973.

46a. About how much did training or schooling cost during the first year after high school, regardless of who paid? Give the expenses and the number of months you were in school or training during this period.

Total expenses $__________ Spent over how many months? __________

46b. How was this money spent?

$__________ Tuition and fees
$__________ Room and board
$__________ Books and supplies
$__________ Transportation
$__________ Other related school expenses (clothing, laundry, etc.)

47. In paying for these costs, how much came from each of the following sources? (Please circle all that apply and write in the amounts.)

SAVINGS OR EARNINGS

Own savings or summer earnings	01	($__________)
College work-study programs	02	($__________)
Other earnings while taking courses	03	($__________)

INDIVIDUAL SUPPORT

Parents	04	($__________)
Husband or wife	05	($__________)
Other relatives or friends	06	($__________)

SCHOLARSHIPS OR GRANTS

Basic Educational Opportunity Grant Program	07	($__________)
Supplementary Educational Opportunity Grant Program	08	($__________)
College scholarship or grant from college funds	09	($__________)
ROTC scholarship or stipend	10	($__________)
Nursing Scholarship Program	11	($__________)
Health Professions Scholarship Program	12	($__________)
State scholarships	13	($__________)
Other scholarships	14	($__________)

LOANS

Federal Guaranteed Student Loan Programs	15	($__________)
State Loan Program	16	($__________)
Regular bank loan	17	($__________)
National Defense (Direct) Student Loan Program	18	($__________)
Health Professions Student Loan Program	19	($__________)
Nursing Student Loan Program	20	($__________)

OTHER

Law Enforcement Educational Program	21	($__________)
Veterans Administration War Orphans or Survivors Benefits Programs	22	($__________)
Veterans Administration direct benefits (GI Bill compensation or pension)	23	($__________)
Vocational Rehabilitation Program benefits	24	($__________)
Social Security Benefits (for students aged 18-22 who are children of retired, disabled, or deceased parents)	25	($__________)

Section C — Civilian Work Experience

In this section we would like to obtain information about the jobs you have held in October 1973 and October 1972, including full-time jobs, part-time jobs, apprenticeships, and on-the-job training (but do not include military service).

JOB HELD IN OCTOBER 1973

48a. Did you hold a job of any kind during the first week of October 1973?

Yes ....1 —*(SKIP to q. 49)* *Next page* ⟶
No..2

48b. What were the reasons you were not working during the first week of October 1973?

(Circle one number on each line.)

	Applies to me	**Does not apply to me**
Did not want to work	1	2
On temporary layoff from work or waiting to report to work	1	2
Was full-time homemaker	1	2
Going to school	1	2
Not enough job openings available	1	2
Union restrictions	1	2
Would have required moving	1	2
Required work experience I did not have	1	2
Jobs available offered little opportunity for career development	1	2
Health problems or physical handicap	1	2
Could not arrange child care	1	2
Other family responsibilities (including pregnancy)	1	2
Waiting to enter or in Armed Forces	1	2
Not educationally qualified for types of work available	1	2

48c. Were you looking for work during September 1973?

Yes ....1 } —*(SKIP to q. 54a, page 17)* ⟶
No..2 }

49. Please describe below the job you held during the first week of October 1973. If you held more than one job at that time, describe the one at which you worked the most hours.

a. For **whom** did you work? (Name of company, business organization, or other employer)

(Write in): ______________________________

b. What **kind of business** or industry was this? (For example, retail shoe store, restaurant, etc.)

(Write in): ______________________________

c. What kind of **job or occupation** did you have in this business or industry? (For example, salesman, waitress, secretary, etc.)

(Write in): ______________________________

d. What were your most frequent **activities or duties** on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): ______________________________

e. Were you:

(Circle one.)

An employee of a PRIVATE company, business, or individual working for wages, salary, or commissions? 1
A GOVERNMENT employee (Federal, State, county, or local)? 2
Self-employed in your OWN business, professional practice, or farm? 3
Working WITHOUT PAY in family business or farm? 4

f. When did you **start** working at this job?____________(month)____________(year)

g. Are you **currently** working at this job?

Yes 1
No...2

50a. How many hours per WEEK did you usually work at this job up through the first week of October 1973?

____________Hours per week

50b. Approximately how much did you usually earn per WEEK at this job at that time before deductions? (If not paid by the week, please estimate.)

$____________per week

51. How satisfied were you with the following aspects of this job?

(Circle one number on each line.)

	Very satisfied	**Satisfied**	**Dissatisfied**	**Very dissatisfied**
Pay and fringe benefits	1	2	3	4
Importance and challenge	1	2	3	4
Working conditions	1	2	3	4
Opportunity for promotion and advancement with this employer	1	2	3	4
Opportunity for promotion and advancement in this line of work	1	2	3	4
Security and permanence	1	2	3	4
Opportunity for developing new skills	1	2	3	4
Job as a whole	1	2	3	4

52a. Do you expect to be working for this same employer in October 1974?

Yes	1
No	2

52b. Do you expect to be working at this same kind of job or occupation in October 1974?

Yes	1
No	2

53. Were you working at any other job during the first week of October 1973 at the same time as the job you described above?

Yes	1
No	2

JOB HELD IN OCTOBER 1972

54a. Now please think back to about a year ago. Did you hold a job of any kind during the month of October 1972?

(Circle one.)

Yes, same job as in October 1973	1	— *(SKIP to q. 56a)* *Next page* →
Yes, but different job than in October 1973	2	— *(SKIP to q. 55)* *Next page* →
No	3	

54b. What were the reasons you were not working during the month of October 1972?

(Circle one number on each line.)

	Applies to me	**Does not apply to me**
Did not want to work	1	2
On temporary layoff from work or waiting to report to work	1	2
Was full-time homemaker	1	2
Going to school	1	2
Not enough job openings available	1	2
Union restrictions	1	2
Would have required moving	1	2
Required work experience I did not have	1	2
Jobs available offered little opportunity for career development	1	2
Health problems or physical handicap	1	2
Could not arrange child care	1	2
Other family responsibilities (including pregnancy)	1	2
Waiting to enter or in Armed Forces	1	2
Not educationally qualified for types of work available	1	2

54c. Did you look for work during October 1972?

Yes	1	— *(SKIP to q. 58) Next page* →
No	2	

55. Please describe below the job you held in October 1972. If you held more than one job at that time, describe the one at which you worked the most hours.

a. For **whom** did you work? (Name of company, business organization, or other employer)

(Write in): ______________________________

b. What **kind of business** or industry was this? (For example, retail shoe store, restaurant, etc.)

(Write in): ______________________________

c. What kind of **job or occupation** did you have in this business or industry? (For example, salesman, waitress, secretary, etc.)

(Write in): ______________________________

d. What were your most frequent **activities or duties** on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): ______________________________

e. Were you:

	(Circle one.)
An employee of a PRIVATE company, business, or individual working for wages, salary, or commissions?	1
A GOVERNMENT employee (Federal, State, county, or local)?	2
Self-employed in your OWN business, professional practice, or farm?	3
Working WITHOUT PAY in family business or farm?	4

f. When did you **start** working at this job? ____________ (month) ____________ (year)

g. Are you **currently** working at this job?

Yes 1

No (Left job: ____________ month ____________ year) 2

56a. How many hours per WEEK did you usually work at this job in October 1972?

____________ Hours per week

56b. Approximately how much did you usually earn per WEEK at this job back then before deductions? (If not paid by the week, please estimate.)

$ ____________ per week

57. Were you working at any other job during the month of October 1972 at the same time as the job you described above?

Yes 1

No 2

GENERAL

58. Each part of this question refers to the entire 52-week period from October 1972 to October 1973.

a. About how many different weeks did you work altogether during this period? (Count all weeks in which you did any work at all or were on paid vacation.) ____________ Number of weeks

b. How many weeks during this period did you spend looking for work or on layoff from a job or waiting to report to a job? ____________ Number of weeks

c. How many different employers did you work for altogether during this period? (Count each employer only once, even if you had different jobs for the same employer.) ____________ Number of employers

59. Since leaving high school, what methods did you use at any time in looking for work, and were they useful?

(Circle one number on each line.)

	Never looked or used	Used but did NOT obtain job	Used and obtained job
High school employment service	1	2	3
Other school or college placement service	1	2	3
Professional periodicals or organizations	1	2	3
Civil Service applications	1	2	3
Public employment service	1	2	3
Private employment agency	1	2	3
Community action or welfare groups	1	2	3
Newspaper advertisement	1	2	3
Direct application to employers	1	2	3
Registration with a union	1	2	3
Friends or relatives	1	2	3
Other (specify: ______________________)	1	2	3

60. While you were in high school, did you receive any specialized training intended to prepare you for immediate employment upon leaving school? (For example, auto mechanics, secretarial skills, or nurses aid.)

No .... 1 — *(SKIP to Section D) Next page* →

Yes (In what area did you receive this training? ______________) 2

61. Since leaving high school, have you worked in a job where you expected to use this training?

(Circle one.)

No, never looked for work where I could use it .... 1 — *(SKIP to Section D) Next page* →

No, but looked for work where I could use it .... 2 — *(SKIP to q. 63)*

Yes 3

62. Which of the following apply to your experience while working in this area? (Circle one number on each line.)

	Applies to me	Does not apply to me
I have been able to apply almost everything I learned in my high school training	1	2
I have been able to apply the basic principles of my training, although some things are different	1	2
I would have liked more experience in my training before I started working	1	2
I received training different from the way it is done on the job	1	2
I found my high school training useful in on-the-job training program(s)	1	2
I was trained with tools or equipment that are not used on my job	1	2
I could have gotten my job without the training	1	2
I took coursework associated with my training which was not helpful in performing my job	1	2
I would have liked more information about what was expected in the job beyond skills training	1	2
I would have liked other types of experience or information to be included in the training (describe: ______________________)	1	2
I consider myself doing as well as others with similar training	1	2
I consider the training a wise choice	1	2

63. Which of the following apply to your experiences when trying to find work in your area of high school training?

(Circle one number on each line.)

	Applies to me	Does not apply to me
I did not find many job openings in that type of work	1	2
I was told I was not qualified	1	2
I did not know how to use the equipment or tools of the job	1	2
I was not offered enough pay	1	2
I did not have enough experience	1	2
I decided to enter a different line of work	1	2
I did not have the coursework or knowledge required of the job	1	2
I was offered a job related to my training but did not take it	1	2

Section D — Military Service

64. Since leaving high school, have you served in the Armed Forces, in a Reserve or National Guard Unit, or have you been enrolled in one of the service academies (for example, West Point)?

(Circle one.)

No .... 1 } —*(SKIP to Section E, page 22)*
Yes, National Guard or Reserves but not active duty .... 2 }
Yes, active duty or service academy 3

65. Which branch of the Armed Forces did you enter? (Write in): ____________

66. Did you enlist or were you drafted?

(Circle one.)

I entered a service academy........ 1 *(SKIP to q. 72) Next page*
I enlisted .... 2 When? ________ **(month)** ________ **(year)**
I was drafted .... 3 When? ________ **(month)** ________ **(year)**

67. When did you begin active duty? ________ (month) ________ (year)

68. Have you received (or are you receiving) four or more weeks of specialized schooling while in the Armed Forces?

No .... 1 — *(SKIP to q. 70)*
Yes 2

69a. In which of the following fields have you received specialized schooling?

(Circle one.)

Business (e.g., administration, management, clerical work, communications, personnel work, etc.) 1
Computer Technology (e.g., computer programming, computer operations, etc.) 2
Health Professions (e.g., medical technology, occupational therapy, X-ray technology, pharmacy, etc.) 3
Mechanical and Engineering Technology (e.g., aircraft mechanics, automotive mechanics, construction, printing, drafting, machinist, electronics, etc.) 4
Services (e.g., food service, security work, aircraft control, etc.) 5
Other (please specify: ________________) 6

69b. What is the name of the specialized schooling program in which you spent the longest period of time? Specify your military specialty code, or MOS. (Please print and do not abbreviate.)

Name of program: ________________ **MOS:** ________

70. What is the highest pay grade and specialty rating you have held?

Pay grade: ________________ **Specialty rating:** ________

85

71. **Have you taken any courses while in the Armed Forces that:**

(Circle one number on each line.)

	Yes	**No**
Prepared you for the high school equivalency test?	1	2
Prepared you for equivalency tests that can be taken for college credit?	1	2
Were college-sponsored courses which gave college credits?	1	2

72. **Do you plan to use the GI Bill to further your education?**

(Circle one.)

Yes	1
No	2
Undecided	3

73. **How satisfied are (were) you with the following aspects of your work in the Armed Forces?**

(Circle one number on each line.)

	Very satisfied	**Satisfied**	**Dissatisfied**	**Very dissatisfied**
Pay and fringe benefits	1	2	3	4
Importance and interest of work	1	2	3	4
Working conditions	1	2	3	4
Opportunity for promotion and advancement in the Armed Forces	1	2	3	4
Opportunity for promotion and advancement in my specialty	1	2	3	4
Security and permanence	1	2	3	4
Opportunity for developing new skills	1	2	3	4
Work as a whole	1	2	3	4

74. **Are you currently on active duty?**

No (Date left: ____________ month ____________ year) ..... 1 —*(SKIP to Section E) Next page* →

Yes 2

75. **How long do you expect to be on active duty in the Armed Forces?**

(Circle one.)

For a two-year tour of duty only	1
For a three- or four-year tour of duty	2
For more than one enlistment, but less than a full career	3
For a full career (20 years minimum)	4
Have not decided	5

76. **What do you plan to do when you get out of the Armed Forces?**

(Circle one number on each line.)

	Applies to me	**Does not apply to me**
Full- or part-time work	1	2
College, either full-time or part-time	1	2
Technical, vocational, or business or career training school, either full-time or part-time	1	2
Registered apprenticeship or on-the-job training program	1	2
Retire	1	2
Undecided	1	2
Other (please specify: ______________________________)	1	2

Section E — Information About The Past

77. Have your (a) parents or guardians or have your (b) friends your own age either encouraged or discouraged you in doing the following things since you left high school?

(a) PARENTS OR GUARDIANS (Circle one number on each line.) Encouraged	Discouraged	Both	Neither		(b) FRIENDS YOUR OWN AGE (Circle one number on each line.) Encouraged	Discouraged	Both	Neither
1	2	3	4	Getting a job or going to work	1	2	3	4
1	2	3	4	Going to school for vocational or technical training	1	2	3	4
1	2	3	4	Going to college for an academic education	1	2	3	4
1	2	3	4	Getting married	1	2	3	4
1	2	3	4	Entering the Armed Forces	1	2	3	4
1	2	3	4	Traveling or taking a break	1	2	3	4

78. What is the highest educational level completed by your mother and father? If you are not sure, please give your best guess.

(Circle one number on each line.)

	None or grade school only	High School: Did not finish	High School: Finished	Vocational, trade, business, or career program in a school or college: Less than two years	Vocational, trade, business, or career program in a school or college: Two years or more	Academic programs: Some college (including two-year degree)	Academic programs: Finished college (four-or five-year degree)	Academic programs: Master's degree or equivalent	Academic programs: Ph. D., M.D., or equivalent
Father or male guardian	1	2	3	4	5	6	7	8	9
Mother or female guardian	1	2	3	4	5	6	7	8	9

79. Please describe below the job most recently held by your father (or male guardian), even if he is retired, deceased, or disabled.

a. For **whom** does (or did) he work? (Name of company, business, organization, or other employer)

(Write in): ______________________________

b. What **kind of business** or industry is (or was) this? (For example, retail store, manufacturer, state or city government, farming, etc.)

(Write in): ______________________________

c. What kind of **job or occupation** does (or did) he have in this business or industry? (For example, salesman, foreman, policeman, civil engineer, farmer, teacher)

(Write in): ______________________________

d. What are (or were) his most frequent **activities or duties** on this job? (For example, selling cars, keeping accounts, supervising others, operating machinery, finishing concrete, teaching grade school)

(Write in): ______________________________

80. Did your mother (or female guardian) usually work during the following periods of your life?

(Circle one number on each line.)

	Did not work	**Worked part-time**	**Worked full-time**	**Does not apply**
When you were in high school	1	2	3	4
When you were in elementary school	1	2	3	4
Before you went to elementary school	1	2	3	4

81. Did you formally apply for admission (fill out a form and send it in) to any college or other school at any time before October 1973?

No .... 1 — *(SKIP to q. 85) Next page* ⟶
Yes 2

82a. When you first applied, what was the name and address of the FIRST school or college of your choice?

Name: ____________________
Address: ____________________
(city) (state)

82b. Were you accepted for admission at this school?

(Circle one.)

Yes, and attended 1
Yes, but this school did not have enough room 2
Yes, but did not attend for other reasons 3
No, was not accepted 4

82c. Did you apply for financial aid at this school?

(Circle one.)

No .... 1 } — *(SKIP to q. 83a)*
Yes, but was offered no financial aid .... 2 }
Yes, and was offered financial aid 3

82d. What were the approximate values of the financial aid that you were offered for the first academic year? (If none, enter "none")

Scholarship: $__________ Loan: $__________ Promised job: $__________

83a. At that time, what was the name and address of your SECOND CHOICE school or college?

I applied to only one school .... 1 — *(SKIP to q. 85) Next page* ⟶
Name: ____________________
Address: ____________________
(city) (state)

83b. Were you accepted for admission at this school?

(Circle one.)

Yes, and attended 1
Yes, but this school did not have enough room 2
Yes, but did not attend for other reasons 3
No, was not accepted 4

83c. Did you apply for financial aid at this school?

(Circle one.)

No .... 1 } —(SKIP to q. 84a)
Yes, but was offered no financial aid .... 2 }
Yes, and was offered financial aid 3

83d. What were the approximate values of the financial aid that you were offered for the first academic year? (If none, enter "none")

Scholarship: $________ Loan: $________ Promised job: $________

84a. At that time, what was the name and address of your THIRD CHOICE school or college?

I applied to only two schools .... 1 —(SKIP to q. 85)

Name: ________________________
Address: ________________________
(city) (state)

84b. Were you accepted for admission at this school?

(Circle one.)

Yes, and attended 1
Yes, but this school did not have enough room 2
Yes, but did not attend for other reasons 3
No, was not accepted 4

84c. Did you apply for financial aid at this school?

(Circle one.)

No .... 1 } —(SKIP to q. 85)
Yes, but was offered no financial aid .... 2 }
Yes, and was offered financial aid 3

84d. What were the approximate values of the financial aid that you were offered for the first academic year? (If none, enter "none")

Scholarship: $________ Loan: $________ Promised job: $________

85. How helpful were your high school's counseling services in each of the following areas?

(Circle one number on each line.)

			SERVICES CONSULTED AND...		
	Services NOT available	**Services available but NOT consulted**	**Very helpful**	**Helpful**	**NOT helpful**
Learning how my interests and abilities fit with different jobs or occupations	1	2	3	4	5
Finding out where to train for the job or occupation I wanted	1	2	3	4	5
Placing me in a job or helping me to find employment	1	2	3	4	5
Finding out the schools or colleges I qualified for which suited my abilities and interests	1	2	3	4	5
Finding out about costs at different schools or colleges and how to obtain financial aid	1	2	3	4	5
Obtaining financial aid to go to school or college	1	2	3	4	5
Recommending fields of work likely to have expanding employment opportunities	1	2	3	4	5

86. Which of the following best describes your high school program?

	(Circle one.)
General	1
Academic or college preparatory	2
Vocational or technical:	
Agricultural occupations	3
Business or office occupations	4
Distributive education	5
Health occupations	6
Home economics occupations	7
Trade or industrial occupations	8

87. Which of the following best describes how well you did in all of your course work while in high school?

	(Circle one.)
Mostly A (a numerical average of 90-100)	1
About half A and half B (85-89)	2
Mostly B (80-84)	3
About half B and half C (75-79)	4
Mostly C (70-74)	5
About half C and half D (65-69)	6
Mostly D (60-64)	7
Mostly below D (below 60)	8

88. When you were a senior in high school, how many hours per week on the average did you work in a paid or unpaid job? Do NOT include work while in a vacation period.

	(Circle one.)
None	0
Less than 6 hours	1
6 to 10 hours	2
11 to 15 hours	3
16 to 20 hours	4
21 to 25 hours	5
26 to 30 hours	6
More than 30 hours	7

89. When you were a senior in high school, did you participate in any of the following types of activities, either in or out of school?

(Circle one number on each line.)

	Did NOT participate	Participated actively	Participated as a leader or officer
Athletic teams, intramurals, letterman's club, sports club	1	2	3
Cheerleaders, pep club, majorettes	1	2	3
Debating, drama, band, chorus	1	2	3
Hobby clubs such as photography, model building, hot rod, electronics, crafts	1	2	3
Honorary clubs such as Beta Club or National Honor Society	1	2	3
School newspaper, magazine, yearbook, annual	1	2	3
School subject matter clubs such as science, history, language, business, art	1	2	3
Student council, student government, political club	1	2	3
Vocational education clubs such as Future Homemakers, Future Teachers, Future Farmers of America, DECA, OEA, FBLA, or VICA	1	2	3

90. When did you first decide whether or not you would go to college?

(Circle one.)

I decided before the 10th grade	1
I decided in the 10th grade	2
I decided in the 11th grade	3
I decided in the 12th grade (senior year)	4
I decided after leaving high school	5
I'm still undecided	6

91. When you were still a senior in high school, what did most of your close friends plan to do after finishing high school?

(Circle one.)

Enter the military service	1
Go to vocational, technical, business, or trade schools	2
Become full-time homemakers	3
Go to college	4
Enter apprenticeships or on-the-job training programs	5
Go to work full-time	6
I don't know	7
Other	8

92. As far as you remember, when you were a senior in high school, how much schooling did your father or mother (or guardian) want you to get?

(Circle one number on each line.)

		High School		Vocational, trade, business, or career program in a school or college		Academic programs			
	Don't know, or Does not apply	NOT finish	Finish	Less than two years	Two years or more	Some college (including two-year degree)	Finish college (four-or five-year degree)	Master's degree or equivalent	Ph. D., M.D., or equivalent
Father or male guardian	1	2	3	4	5	6	7	8	9
Mother or female guardian	1	2	3	4	5	6	7	8	9

93. What is the approximate income before taxes of your parents (or guardian)? Include taxable and nontaxable income from all sources.

(Circle one.)

Less than $3,000 a year (about $60 a week or less)	01
Between $3,000 and $5,999 a year (from $60 to $119 a week)	02
Between $6,000 and $7,499 a year (from $120 to $149 a week)	03
Between $7,500 and $8,999 a year (from $150 to $179 a week)	04
Between $9,000 and $10,499 a year (from $180 to $209 a week)	05
Between $10,500 and $11,999 a year (from $210 to $239 a week)	06
Between $12,000 and $13,499 a year (from $240 to $269 a week)	07
Between $13,500 and $14,999 a year (from $270 to $299 a week)	08
Between $15,000 and $18,000 a year (from $300 to $359 a week)	09
Over $18,000 a year (about $360 a week or more)	10

94. Do your parents have the following in their home?

	(Circle one number on each line.) Yes	No
A specific place for study	1	2
Daily newspaper	1	2
Dictionary	1	2
Encyclopedia or other reference books	1	2
Magazines	1	2
Record player	1	2
Tape recorder or cassette player	1	2
Color television	1	2
Typewriter	1	2
Electric dishwasher	1	2
Two or more cars or trucks that run	1	2

95. How do you describe yourself?

	(Circle one.)
American Indian	1
Black or Afro-American or Negro	2
Mexican-American or Chicano	3
Puerto Rican	4
Other Latin-American origin	5
Oriental or Asian-American	6
White or Caucasian	7
Other	8

96. Is English the language spoken most often in your parents' home?

Yes	1
No	2

97. What religion were you brought up in?

	(Circle one.)
Protestant	1
Roman Catholic	2
Other Christian	3
Jewish	4
None	5
Other (please specify ______________________)	6

98. When you were a senior in high school which of the following best described the location of the place in which you lived?

	(Circle one.)
In a rural or farming community	1
In a small city or town of fewer than 50,000 people that is not a suburb of a larger place	2
In a medium-sized city (50,000-100,000 people)	3
In a suburb of a medium-sized city	4
In a large city (100,000-500,000 people)	5
In suburb of a large city	6
In a very large city (over 500,000 people)	7
In a suburb of a very large city	8

99. During your senior year in high school did you have a physical condition that limited the kind and amount of work you could do on a job?

Yes	1
No	2

The OPERATION FOLLOW-UP staff would like to get in touch with you again next year to find out how your plans have worked out. To help us do so, we would appreciate your filling in the information on the next page. This information will be kept in strict confidence and will only be used for future survey purposes. →

Section F — Background Information

Please PRINT the name, address, and telephone number where you can most usually be reached during the coming year.

Name:		
Address (number, street, city, state and ZIP code)	Telephone	
	Area Code	Number

Please PRINT the name, address and telephone number of your parents.

Name:		
Address (number, street, city, state and ZIP code)	Telephone	
	Area Code	Number

Please PRINT the names and addresses of two other people who will know where to get in touch with you during the coming year. (List no more than one person who now lives with you.)

Name:		
Address (number, street, city, state and ZIP code)	Telephone	
	Area Code	Number

Name:		
Address (number, street, city, state and ZIP code)	Telephone	
	Area Code	Number

Please give the following information about yourself.

(a) Date of birth ________________ (month) ________________ (day) ________________ (year)

(b) Sex: (Circle one.) Male............1
Female.........2

(c) Social Security No. ________________________

(d) Driver's License No. ______________________ State ________________

(e) When did you complete this questionnaire? ____________(month)____________(day)____________(year)

THANK YOU FOR YOUR COOPERATION

THIS INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE USED ONLY FOR FUTURE FOLLOW-UPS IN THE NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

COVER LETTER FOR SECOND QUESTIONNAIRE MAILOUT

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

Dear Member of the High School Class of 1972:

About three weeks ago you should have received a large air mail envelope containing an OPERATION FOLLOW-UP Questionnaire Booklet. This questionnaire is for you to use in telling us about your achievements and experiences since leaving high school.

As of today, your completed questionnaire has not been received. Just in case you never got it or have misplaced it, I am sending you another.

Please take a little time now to fill out the questionnaire. As best you can, simply answer each question which fits you. Omit any items that don't apply to you. When you have answered as many of the items as you can, put your completed booklet in the prepaid envelope we have provided, and drop it in the mail. No stamp is necessary--any mailbox will do.

I deeply appreciate your help. Your answers are important in helping us learn how to improve the educational and vocational opportunities for the young people of today and tomorrow.

Sincerely,

Dorothy M. Gilford

Dorothy M. Gilford
Assistant Commissioner for
Educational Statistics

DMG:fh

Enclosure

THANK YOU/REMINDER POSTCARD

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

A Survey Sponsored by the U.S. Office of Education

Just a reminder . . .

Last week we mailed you an OPERATION FOLLOW-UP questionnaire.

If you *have* completed and returned your questionnaire, thank you—many of your classmates also have.

If you *have not* returned your questionnaire, please sit down, fill out your questionnaire, and mail it back to us *today*. Only you can tell us what's happening to the Class of '72. Don't miss your chance!

FIRST PROMPTING POSTCARD

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

A Survey Sponsored by the U.S. Office of Education

Have you forgotten something?

We haven't received your OPERATION FOLLOW-UP questionnaire yet. Have you filled it out and mailed it back? *Please* sit down, fill out your questionnaire, and tell us what's happening—we want to hear from *you*.

If you have lost or misplaced your questionnaire, please put this card in an envelope and mail it to:

OPERATION FOLLOW-UP
Research Triangle Institute
Box 12194
Research Triangle Park, N.C. 27709

We'll send you another questionnaire!

SECOND PROMPTING POSTCARD

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

A Survey Sponsored by the U.S. Office of Education

We know you have heard from us several times and we really don't want to bug you – BUT – we really do need your help. Please fill out your OPERATION FOLLOW-UP Questionnaire and mail it today. Your cooperation is vital to the success of this study and your participation will help to improve our educational system.

Don't let our study drown throw us a life preserver!

MGMGBOT HSA
1-1200380348015 12/14/75
ICS MGMNCSA OPEN
 01772 MLTN VA
ZIP 27511

YOU ARE IMPORTANT TO US!

SO ARE YOUR ACTIVITIES AND EXPERIENCES SINCE LEAVING HIGH SCHOOL. THAT IS WHAT THE NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972 IS ALL ABOUT.

FILL OUT YOUR OPERATION FOLLOW-UP QUESTIONNAIRE TODAY. YOUR COOPERATION IS VITAL AND YOUR ANSWERS WILL BE TREATED CONFIDENTIALLY.

IF YOU HAVE QUESTIONS OR CONCERNS ABOUT THE STUDY, OR HAVE LOST YOUR QUESTIONNAIRE, WE WILL HELP YOU. CALL US COLLECT AT (919) 549-8311, AND IDENTIFY YOURSELF AS AN OPERATION FOLLOW-UP PARTICIPANT.

PLEASE HURRY.

J. A. DAVIS
PROJECT DIRECTOR

01:46 EST

MGMGBOT HSA

ATTACHMENT B

TELEPHONE TRACING MANUAL
AND
RELATED MATERIALS

TELEPHONE TRACING MANUAL

NATIONAL LONGITUDINAL STUDY

PROJECT 22U-884-5

August, 1973

RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

STATISTICS RESEARCH DIVISION

August, 1973

Greetings:

The Research Triangle Institute welcomes you to this training session and as a member of the team of personnel working on the National Longitudinal Study of the High School Class of 1972.

This training manual is designed to provide you with background information on this project, guidance on procedures to be used, explanations of your responsibilities, and instructions on the necessary administrative procedures. It is intended for use in training and for reference during this project. In the event you find that you need additional information for professional-caliber work, please do not hesitate to contact one of the RTI staff members working on this project.

The Institute is looking forward to an interesting project and feels that the survey will contribute to the progress of education throughout the nation. We are glad to have you with us and hope that you too will find the work interesting.

Sincerely,

James D. Bates

James D. Bates, Manager
Survey Methodology and
Operations Department

JDB/lt

TELEPHONE TRACING MANUAL
NATIONAL LONGITUDINAL STUDY

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I. INTRODUCTION

A. The Research Triangle Institute (RTI)

Research Triangle Institute is a not-for-profit contract research organization closely affiliated with the major universities of North Carolina's Research Triangle area--Duke University at Durham, the University of North Carolina at Chapel Hill, and North Carolina State University at Raleigh. The Institute owns and occupies nine buildings on its 200-acre campus in the Research Triangle Park, which is located at the center of the geographic triangle formed by the three universities.

The Institute actively began operations in 1959 and has grown steadily to a point where its permanent staff exceeds 435. RTI's professional capabilities span the natural, physical, social, engineering, mathematical, and statistical sciences. Work is performed under contract with federal, state, and local government agencies, foundations, and industrial clients ranging from small companies to national corporations. In recent years, RTI has conducted major research projects in the fields of education, air pollution, alcohol and alcoholism, drugs and drug abuse, highway safety, and care of the elderly.

B. Purpose of this Study

The U. S. Office of Education is sponsoring a long-range program of "Longitudinal Studies of Educational Effects," beginning with the National Longitudinal Study of the High School Class of 1972. RTI is under contract to the Office of Education to determine what happens to young adults after they leave high school, as measured by their experiences, plans, aspirations, and attitudes. A statistical description of a nationally representative sample of over 22,000 1972 high school seniors will be obtained through a series of annual follow-up questionnaires. Base data for the study was collected in the spring of 1972 when the study participants were still in high school. The first follow-up questionnaire is to be mailed in October of this year.

Information obtained through this study is needed by policy makers for developing plans and implementing programs to enhance educational opportunities and achievement and to upgrade occupational attainment. The general goal of the study is to increase the information available on American education so that a better understanding exists of the growth of students in the educational system and of the factors associated with individual educational and career outcomes.

C. Your Role in the Study

In order to fulfill the terms of its contract, RTI must make every effort to contact all of the 22,000 participants in the National Longitudinal Study. Since almost a year and a half has passed since these students were last contacted, some of the name and address data we have on file is no longer valid.

Based on a late July mailout to 17,000 participants, it is projected that about 1,200 of these mailings will be returned to RTI as "undeliverable." The term "undeliverable" may mean any of the following things:

1. Addressee has moved and left no forwarding address.
2. Addressee has moved and his mail is not forwardable.

3. Addressee is unknown.
4. Mail was unclaimed or delivery refused.
5. An order to forward mail has expired.

In other cases, the letter may have been undeliverable because of an inaccurate or insufficient address.

All cases where mail was returned to RTI as undeliverable will be assigned to the telephone operations staff for tracing. Using the procedures specified in Chapter II of this manual, you will make every possible effort to secure current, accurate mailing address information for each study participant assigned to you. Your responsibilities include placing all necessary phone calls, documenting the results of all calls, and pursuing each case as far as possible to obtain the information you are seeking.

D. Confidentiality of the Data

All data involved in this study is strictly confidential. No information you obtain is to be released to anyone, other than to project personnel. You may not remove any documents from the telephone operations offices.

II. TELEPHONE TRACING OPERATIONS

A. Description of Your Responsibilities

You are responsible for placing phone calls to designated sources in an attempt to obtain valid mailing address information for a specific 1972 high school senior. These students are part of a nationwide sample of students selected to participate in the National Longitudinal Study of the High School Class of 1972. Based on the information you obtain, you may need to place calls to a number of other sources supplied to you by the designated sources you contact initially. Any "leads" you obtain should be followed up. Every resource must be exhausted in your efforts to obtain specific address data for the respondents in this study.

B. Definitions

In the context of this study, there are several words and phrases which have exact meanings. These terms are listed below; study them carefully and become aware of their significance.

1. Respondent - The term applied to the young adult who was a senior in high school in 1972. In this study, the respondent is the person you are trying to trace so that he may again respond to a NLS questionnaire.

2. ID Number - Each respondent in the sample has been assigned a six-digit identification number. This number will always appear on all forms and data associated with a particular respondent.

3. Tracing Control Sheet - This form is provided for you to enter all information you obtain or need to record about a specific tracing operation. You are responsible for accurately maintaining each control sheet assigned to you.

4. Computer Tear Sheet - All available name, address, and resource information about a specific respondent will be printed out on a computer tear sheet, which will be attached to each Tracing Control Sheet assigned to you.

5. Persons 1 and 2 - The name, address, and resource information on the computer tear sheet includes the names and last known addresses of two persons (for our purposes, designated Person 1 and Person 2) who should always know how to get in touch with the respondent.

6. Mailing Address - The sole purpose of your tracing activities is to obtain one or more valid, current mailing addresses for a respondent. We are concerned with two types of mailing addresses:

a. Permanent Address - The address at which the respondent will, into the foreseeable future, always receive mail, even though he may be away from that address temporarily. This situation will be most applicable to college students, military personnel, and persons who may be institutionalized (hospital, prison, etc.).

b. October 1, 1973 Address - In addition to obtaining the respondent's permanent address, you must determine if there is another address at which the respondent will most likely receive mail directly on and shortly after October 1, 1973. This address will be most applicable to college students and military personnel.

7. Telephone Station - You will be assigned to work at one of the four telephones set up in the telephone operations offices. These stations will be designated 2, 3, 4, and 5, according to the terminal digit of the telephone number for each phone.

C. Placing Calls

Based on the information shown on the computer tear sheet for each respondent, you will attempt to contact several sources to obtain a valid name and permanent mailing address. In cases where a current name and/or address may be different from the October 1 name and/or address, you must obtain and record both, if possible.

Telephone calls will be placed in the following order, unless you receive specific instructions otherwise, provided the necessary information for a given call is available.

1. Call parents' or respondents' last known telephone number.

2. Call Directory Assistance for parents' or respondent's current listing if no response to above call; if new listing(s) obtained, place call(s) accordingly.

    On the initial call to Directory Assistance in the respondent's last known hometown, secure listings for Persons 1 and 2, if applicable, and record these numbers for future use.

3. Call Person #1's current listing.

4. Call Person #2's current listing.

5a. If the respondent reported the name of the college he was planning to attend, call the registrar to secure the student's last known home address and any other information about the student's past or probable future enrollment in that college for the fall '73 term. Any information about the student's transfer to another institution will also be of value. If a member of the registrar's staff can supply this information readily by phone, record the data accordingly. If you are informed that a written request for such information would be more appropriate, note this information and notify Lib Weaver immediately.

5b.. If the respondent did not indicate that he was planning to attend college, call the high school in which he was enrolled in 1972. Ask to speak to the guidance counselor and try to secure information about the respondent's parents, friends, or other potential sources of information. Record all information you obtain in this fashion.

If, at this point, you have obtained no information about the respondent, take the case to Lib Weaver for review. She may authorize you to make additional attempts to contact some sources, or she may have you call public utility companies in the respondent's or parents' last known hometown or the department of motor vehicles in the state in which the respondent was last known to have had a driver's license.

D. Required Number of Calls

The number of calls you place to each person or potential source of information will vary, depending on the relative value of each source. The table below shows the minimum number of attempts or calls you are to place to each source.

Person/Source	# of Calls or Attempts
Respondent or Parents	4 attempts
Person #1	3 attempts
Person #2	3 attempts
College	1 completed call
Former High School	1 completed call

E. Scheduling Calls

Several points must be taken into consideration in regard to scheduling phone calls to all sources. First, all calls should be placed at times when people will most likely be at home. Second, since this is a national study, differences in time zones must be noted so that you avoid such problems as waking people up on the West Coast. The "Call Guide" section of the telephone book has a map of the United States with the time zones clearly marked thereon. Keep this map handy for reference when placing calls to other areas of the country.

Suggested timing of calls is given below. Interviewers on the day shift should leave notes to the evening shift workers to call certain parties at certain times.

1. Attempts to Call Parents/Respondent (4)

Call 1: Any time of day

Call 2: Late afternoon (5:00 - 6:30 p.m., local time)

Call 3: Evening (6:30 - 9:00 p.m., local time)

Call 4: Morning of second day (8:00 a.m. - 12:00 noon)

2. Attempts to Call Persons 1 and 2 (3)

Call 1: Any time of day

Call 2: Late afternoon (5:00 - 6:30 p.m., local time)

Call 3: Evening (6:30 - 9:00 p.m., local time)

3. Attempts to Call College or Former High School

Place all calls during normal business hours of 8:30 a.m. to 4:30 or 5:00 p.m., local time.

F. Documenting Your Activities and Results

Delivered to your station daily will be a number of Tracing Control Sheets which will be assigned to your station. The identifying information, which is the I.D. number, batch number, date received, and your station number, will already be entered. Attached to the Tracing Control Sheet will be a computer tear sheet which gives all known information about a specific respondent for whom you are to secure a valid mailing address.

You will be responsible for placing calls to the people in the order given in section C of this chapter. A notation may appear on the control sheet indicating some other source such as the post office in the respondent's last known hometown, to call before you begin the regular calling procedure. In that event, call the indicated source; if information is not obtained, continue with the normal calling procedure. In most cases, the respondent, parents, and Persons 1 and 2 will be listed on the computer tear sheet.

When placing a call to Directory Assistance, dial 1, area code, 555-1212. For calls within area code (919) you need not dial the area code. Before calling Directory Assistance for a particular city or town, check all the addresses on the computer tear sheet to see how many people listed live in a specific city or town. Then call Directory Assistance for that city or town and obtain all relevant listings (up to three) in a single call to Directory Assistance. All long distance calls you make will be dialed direct, station to station. After you receive an answer at a specific number, then ask for a particular party.

In maintaining the Tracing Control Sheet there are 6 columns that you will need to fill in. In the first column of the control sheet are spaces for 10 calls. Fill in your initials by each call that you place. If 10 calls have been made and additional calls are necessary, staple a second control sheet to the first page. Change the call numbers to 11 - 20 on the second page. NEVER throw away a control sheet. If an error is made, erase it. Do not copy it over on another sheet; you may lose valid information doing so.

2nd Column - Date: Fill in the date you are placing the call.

3rd Column - Time: Enter the approximate time of day or evening at which you place each call.

4th Column - To: This column is for you to specify the person you talk to. These people are to be coded as indicated below.

Code 1 = Respondent
2 = Respondent's mother or father
3 = Person 1
4 = Person 2
5 = College
6 = Former high school
7 = Utility company
8 = Motor vehicles department
9 = Any other source; give identification beneath the code

5th Column - Result: These abbreviations may be used to document routine responses. Any other information you obtain must be written out completely; continue on the back of the control sheet if necessary.

Code P.A. = obtained permanent address
Oct. A. = obtained October address
B.A. = obtained both addresses
Ref. = refused information (footnote why the individual refused)
No D.A. = unable to obtain listing from Directory Assistance
N.A. = no answer

6th Column - Phone Number: Fill in the area code and number of the party you are trying to reach on a particular call. On subsequent calls to a number you have already recorded, you may cite the corresponding "call number" in this column.

III. ADMINISTRATIVE PROCEDURES

A. Terms of Employment

You have been selected to work for RTI as a temporary hourly employee. As such, you will be paid your hourly salary rate for the actual amount of time you work each week. Federal and state taxes and Social Security deductions will be withheld from your salary check. You will not accrue vacation or sick leave, and you will not be eligible for membership in the Institute's insurance or retirement programs. You will, however, be covered by Workmen's Compensation insurance.

B. Recording Hours Worked

When you arrive at the telephone operations office each day, sign in on the "In/Out Log" which will be maintained on the desk of Lib Weaver, your immediate supervisor. If you leave the building for any reason other than meals, sign out and inform Mrs. Weaver of the approximate time you plan to return, if you plan to return before the end of your shift. If you have to leave the building before the end of your shift and do not plan to return, sign out and inform Mrs. Weaver. When you end your daily shift, sign out just as you signed in.

Your weekly time sheet will be prepared for you on the basis of the hours you report that you have worked. Each week (or slightly longer pay period), Mrs. Weaver will have you sign your time sheet, on which the hours you have worked will have been entered. By signing your time sheet, you are certifying that you have worked these hours and are entitled to compensation for them.

C. Salary Checks

All RTI on-site employees are paid on a monthly basis, with salary checks being delivered no later than five days after the end of the preceding working month.

D. Absences From Work

If some circumstance prevents your coming to work as scheduled, call Lib Weaver, Mimi Holt, or Don King, in that order, and inform them of the expected duration of your absence from work. It will be appreciated if you will make such calls as soon as you are aware of a necessary absence.

E. Handling Problems That May Arise

If you have problems of any type, do not hesitate to discuss them with one of the project supervisors. Lib Weaver will be your immediate supervisor for telephone tracing operations. If she is not available, contact Mimi Holt, Survey Specialist, or Don King, Senior Survey Specialist, who is responsible for the overall management of this project.

F. Termination of Employment

If, for some reason, you wish to terminate your employment with RTI, you are required to give a minimum of one week's notice of your intention to resign. This notice should be made in writing to Mimi Holt.

Should your supervisors find your work in any way unsatisfactory, they will discuss the situation with you and offer you an opportunity to improve your performance. Continued unsatisfactory work will constitute grounds for dismissal, in which case you will be asked to submit a resignation.

Falsification of records or dishonesty of any type will be sufficient grounds for immediate dismissal by RTI.

KEY QUESTIONS AND POINTS TO REMEMBER

1. When calling Directory Assistance, give the name and address of each party for which you are trying to obtain a listing. The operator will frequently give you the corrected address if the party has moved. Record both the phone number and the corrected address and then call the number to verify the identity of the person. For example:

"Do you have a listing for Frances McEwing on Front Street?

2. Whenever you are informed by someone that they do not know where the respondent is or how to get in touch with him, always ask:

"Can you think of anyone who might know how to get in touch with NAME?"

If the party gives you a name, then ask how the phone at which that person can be reached would be listed. For example:

"Will her phone be listed under Deborah McEwing or will it be listed under one of her parents' names?"

Obtain as much information as possible in situations where you are referred to others so that you can locate them as quickly and easily as possible.

3. Whenever you are told that someone has moved, immediately inquire about the state and city to which they have moved. Always inquire if the party has the parents' or respondent's new address or phone number.

4. It is not necessary for you to identify all parties with whom you speak if the people involved do not wish to tell you their names or relationship to the respondent.

5. When calling the parents' last known listing, you may ask directly for the respondent. This approach may sometimes elicit information from the person answering the phone, without your having to explain your mission. If you get a "why do you want to know?" response, immediately identify yourself and state the purpose of your call.

6. When consulting Directory Assistance in small towns, consider asking for any listings of persons with the respondent's last name on the chance that these people might be relatives (see Tracing Summary on S. McIntyre). This procedure should be limited to people with distinctive last names, and should be used as a last resort.

7. If someone doubts the legitimacy of your inquiry, make every effort to convince them of the validity of your inquiry and of the organization you represent. If necessary, get Lib Weaver or Mimi Holt to talk to doubtful parties. If all else fails, we can arrange to send a letter of justification to doubtful parties, particularly parents.

```
STUD[redacted] CODE 1          SCHOOL CODE

NAME      [redacted]                    SOC SEC NUM  418761214
ADDRESS   [redacted]                    DR LIC NUM    3163140
CITY      AUBURN      ALA   36830       DR LIC STATE  ALA
PHONE                                   SEX 1
                                        BIRTHDATE 101453

PARENT    EVANS            FORSON
ADDRESS   365   BYRD
CITY      AUBURN       ALA   36830
PHONE     205 821 3184

PERSON 1 VELMA EVANS POST OFFICE BOX 1502
ADDRESS   AUBURN       ALA   36830

PERSON 2 FORSON EVANS POST OFFICE BOX 1502
ADDRESS   AUBURN       ALA   36830

FUTURE SCHOOL
ADDRESS




STUDENT ID 000935    PART. CODE 1        SCHOOL CODE

NAME                                     SOC SEC NUM
ADDRESS   12321 FORREST DR               DR LIC NUM
CITY      DYER         IN    46311       DR LIC STATE
PHONE                                    SEX
                                         BIRTHDATE

PARENT    GIRMAN         JAMES       R
ADDRESS   12321 FORREST DR
CITY      ST JOHN      IN    46373
PHONE

PERSON 1
ADDRESS

PERSON 2
ADDRESS

FUTURE SCHOOL
ADDRESS
```

TRACING SUMMARY: SUSAN McINTYRE

Call 1. Placed a call to parents' listed number in Butte, Montana.
Result Intercepted by operator who said number was not assigned at this time.

Call 2. Placed a call to Directory Assistance asking for a current listing for Mr. Thomas McIntyre, or Susan McIntyre.
Result The only listing in Butte was Josephine McIntyre. I secured the number.

Call 3. Placed a call to Josephine McIntyre, who is Susan McIntyre's grandmother.
Result Josephine McIntyre said she did not know where Susan was. Susan's father had moved to Nevada and she could not recall the address. Susan's mother had remarried. I asked if she knew the mother's new name. The grandmother said she thought her name was Shoop, but could not spell it when asked to. I then asked if she could tell me anyone who had some information concerning the mother or child. She told me to call St. James Community Hospital where the mother was employed.

Call 4a. Placed a call to Directory Assistance in Butte asking for an Elizabeth Shoop.
Result No such person.

Call 4b. Asked for listing on Person #1--Sue Kennedy and gave address.
Result No such listing.

Call 4c. Asked for listing on Stella Harper, giving address from computer tear sheet.
Result Obtained address and telephone number for Person #2.

Call 5. Placed a call to Stella Harper.
Result No answer.

Call 6. Placed a call to St. James Community Hospital Business Office. Asked for information on one of their employees.
Result Call was transferred to the Personnel Office. Personnel Office was given reason I was trying to locate Elizabeth McIntyre, who had recently remarried, and I thought her last name was Shoop. Elizabeth had a daughter, Susan, whom I was trying to contact. The Personnel lady told me that she knew the lady but she was no longer employed with them. Her new name was COPE. I asked if she knew the husband's first name; she said no. I asked if she had a forwarding address; she said no. I asked if she remembered the town to which the Copes moved. She said she thought she remembered Mrs. Cope saying Twin Bridges, and that her husband was going to work at the Boys Industrial School.

Call 7. Placed a call to Directory Assistance in Twin Bridges.
Result No listing for Cope and no listing for Boys Industrial School.

Call 8. Next day. Placed another call to Stella Harper.
Result No answer.

Tracing Control Sheet
Tracing Department
Project 22U-884-5

I.D. Number: 008292
Batch Number:
Date Received: 8/8/73
Station #: 5

Susan McIntyre

	DATE	TIME	TO	RESULT	PHONE NUMBER
Call 1 By: LW	8/8/73	3:45 pm	2	No such #	(406) 792-9738
Call 2 By: LW	"	3:47 pm	DA	No listing - Susan or Thomas McIntyre Got # for Josephine McIntyre	
Call 3 By: LW	"	3:50 pm	9 see #2	Grandmother; father has moved; mother remarried - 'Sloop'; works at St. James Community Hospital	(406) 792-2649
Call 4 By: LW	"	3:55 pm	DA	no Sloop listing #1 = Sue Kennedy. no listing #2 = Stella Harper (406) 792-3981	
Call 5 By: LW	"	4:00 pm	4	N.A.	(406) 792-3981
Call 6 By: LW	"	4:05 pm	9	St. James Comm. Hosp. - Mother is R.N., resigned Aug. 1, moved to Twin Bridges; husband works at 'Boys Industrial School	(406) 792-9186
Call 7 By: LW	"	4:10 pm	DA	no Cope no Boys Indus. School	
Call 8 By: LW	"				
Call 9 By: LW	8/9/73	7:35 pm	4	N.A.	see call 5
Call 10 By: LW	"	4:00 pm	4	N.A.	"

INFORMATION OBTAINED

New Name:

New Permanent Address:

October 1 Address:

Comments:

Date Tracing Concluded:
Approved by:

REQUEST FOR FURTHER ACTION

☐ Check SRI for original name/address

☐ Make 2nd mailing to same (corrected) address

☐ Make 2nd mailing to new address

☐

☐

☐ Administrative Review

☐ No further action possible; file

TRACING SUMMARY: DEBORAH L. McEWING

Call 1.	Placed a call to number listed on computer tear sheet.
Result	Party refused to identify herself and said this was the wrong McEwing. Said to call Harry McEwing.
Call 2.	Placed a call to Directory Assistance.
Result	Obtained Harry McEwing's phone number.
Call 3.	Called Harry McEwing.
Result	Party said I had the wrong McEwing, should call Frances McEwing, for whom she gave me an address.
Call 4.	Placed call to Frances to verify address.
Result	No one home.
Call 5.	Next day. Placed call to Frances (the mother).
Result	Obtained corrected address and October address.

Tracing Control Sheet
Tracing Department
Project 22U-884-5

I.D. Number: 001230
Batch Number:
Date Received: 8/8/73
Station #: 5

[illegible] McEwing

	DATE	TIME	TO	RESULT	PHONE NUMBER
Call 1 By: LW	8/8/73	1:30pm	Z?	wrong McEwing: call Harry	(215) 857-5317
Call 2 By: LW	"	1:33pm	DA	got Harry McEwing's listing	(215) 857-3151
Call 3 By: LW	"	1:35pm	Z?	wrong McEwing: call Frances	see call 2
Call 4 By: LW	"	1:40pm	Z	N.A	(215) 857-5370
Call 5 By: LW	8/9/73	9:00am	Z	Frances = mother; B.A.	see call 4
Call 6 By:					
Call 7 By:					
Call 8 By:					
Call 9 By:					
Call 10 By:					

INFORMATION OBTAINED

New Name:

New Permanent Address:
Route 372, Box 195
Pomeroy, Penna. 19367

October 1 Address:
Same

Comments:

Date Tracing Concluded: 8/9/73
Approved by:

REQUEST FOR FURTHER ACTION

☐ Check SRI for original name/address
☐ Make 2nd mailing to same (corrected) address
☑ Make 2nd mailing to new address
☐
☐
☐ Administrative Review
☐ No further action possible; file

Tracing Control Sheet
Tracing Department
Project 22U-884-5

I.D. Number:
Batch Number:
Date Received:
Station #:

	DATE	TIME	TO	RESULT	PHONE NUMBER
Call 1 By:					
Call 2 By:					
Call 3 By:					
Call 4 By:					
Call 5 By:					
Call 6 By:					
Call 7 By:					
Call 8 By:					
Call 9 By:					
Call 10 By:					

INFORMATION OBTAINED

New Name:

New Permanent Address:

October 1 Address:

Comments:

Date Tracing Concluded:
Approved by:

REQUEST FOR FURTHER ACTION

☐ Check SRI for original name/address

☐ Make 2nd mailing to same (corrected) address

☐ Make 2nd mailing to new address

☐

☐

☐ Administrative Review

☐ No further action possible; file

SCRIPT: RESPONDENT'S PARENTS

"Hello, my name is ______________."

"I'm calling from the Research Triangle Institute in North Carolina. I would like to get a current mailing address for your son/daughter, ____NAME____. When he/she was a senior in high school, ____NAME____ participated in a nationwide educational research project. We want to send him/her a questionnaire this fall to find out what has happened to him/her since he/she left high school."

"Could you tell me ____NAME'S____ current mailing address?"

"Thank you."

"Will ____NAME____ receive mail at this address in October of this year?" [If NO, ask: "What will ____NAME'S____ mailing address be on October 1 of this year?"]

"Thank you very much for your help."

"Good-bye."

ADDITIONAL COMMENTS, IF NECESSARY:

"I'll be glad to explain a bit more about why we need this information about ____NAME____. When ____NAME____ was a senior in high school in 1972, he/she was one of over 17,000 students who voluntarily participated in this nationwide research study. ____NAME____ gave us information about his/her educational background, his/her plans for the future, and his/her opinions about things that are important to young people.

"In October of this year, we would like to send ____NAME____ a questionnaire which will be similar to the one he/she filled out in 1972.

___NAME'S___ participation will again be voluntary, but we are anxious to give ___NAME___ the opportunity to participate, and that is why we are asking you for his/her address."

"We are not selling anything or trying to involve ___NAME___ in any type of scheme or deal. All of the information ___NAME___ gives us will be held in strictest confidence."

"Do you have any questions about why we would like to get in touch with ___NAME___?"

[ANSWER ALL QUESTIONS, IF POSSIBLE, BASED ON YOUR KNOWLEDGE OF THE STUDY. IF THERE ARE QUESTIONS YOU CANNOT ANSWER, REFER THEM TO LIB WEAVER, MIMI HOLT, OR DON KING.]

[UPON COMPLETION OF EXPLANATION, ASK AGAIN FOR CURRENT AND OCTOBER 1 MAILING ADDRESSES.]

[IF RESPONDENT'S PARENTS DO NOT KNOW WHERE THE RESPONDENT IS, TRY TO OBTAIN THE NAME AND ADDRESS (CITY, AT LEAST) OF SOMEONE WHO MIGHT KNOW HIS/HER WHEREABOUTS.]

SCRIPT: PERSONS 1 OR 2

"Hello, my name is ________________.

"I'm calling from the Research Triangle Institute in North Carolina. Your name was given to us by ___FULL NAME___ as someone who would always know how to get in touch with him/her."

"Could you please tell me ___NAME'S___ current mailing address?"

"Thank you."

"Is the address you just gave me where ___NAME___ will probably receive mail on October 1 of this year?"

[If NO, ask: "Do you know what ___NAME'S___ mailing address will be at that time?"]

"Thank you very much for your help."

"Good-bye."

[USE ADDITIONAL COMMENTS FROM PARENTS SCRIPT, IF NECESSARY.]

[IF PERSONS 1 OR 2 DO NOT KNOW WHERE THE RESPONDENT IS, TRY TO OBTAIN (1) THE NAME AND CURRENT ADDRESS (CITY, AT LEAST) OF SOMEONE WHO MIGHT KNOW HIS/HER WHEREABOUTS, OR (2) THE CURRENT ADDRESS (CITY, AT LEAST) OF THE RESPONDENT'S PARENTS, IF YOU HAVE BEEN UNABLE TO CONTACT THEM.]

ATTACHMENT C

PROPOSAL TO OE

"ALTERNATIVE FOLLOW-UP PROCEDURES FOR COMPLETION OF THE NATIONAL LONGITUDINAL STUDY MAIL SURVEY OPERATION"

December 10, 1973

ALTERNATIVE FOLLOW-UP PROCEDURES FOR COMPLETION OF THE NATIONAL LONGITUDINAL STUDY MAIL SURVEY OPERATION

Research Triangle Institute
Research Triangle Park, North Carolina

STATUS OF RETURNS AS OF DECEMBER 5

Date	Type of Procedure	Elapsed Days	Number in Sample	Number Contacted	Number Responding	Response Rate
October 24	Air Mail	42	21,251	20,762	9,649	46.5%
	Certified Mail	42	999	913	478	52.3%
	Telephone Reminders	42	404	338	203	60.1%
November 14	Telephone Reminders	21	400	365	153	41.9%
	Mailgrams	21	398	386	125	32.4%
	No Follow-Up Action	21	400	400	99	24.7%
November 28	Telephone Reminders	7	399	350	50	14.3%
	Mailgrams	7	400	391	38	9.7%
	No Follow-Up Action	7	400	400	29	7.2%
November 30	Telephone Reminders and Questionnaire	5	399	330	65	19.7%

Telephone 60.1% ⟶ 41.9% ⟶ 14.3% (no questionnaires) ⟶ 19.7% (questionnaires)

Mailgrams ⟶ 32.4% ⟶ 9.7%

No Follow-Up ⟶ 24.7% ⟶ 7.2%

Sample Universe

Number in Telephone Samples	1,600
Number in Mailgram Samples	800
Number in Certified Mail Samples	1,000
Number in Air Mail Samples	19,200
	22,600

To be effective and not create serious overlap problems with the Census follow-up effort, any action taken now should reach the participants by Friday, December 14. This will allow four full weeks (to January 11) for the action to increase the response rate.

Non-response as of Wednesday, December 12:

11,000

In comparing the various options assume a budget of $10,000 available for additional follow-up activity.

OPTION I: POSTCARDS

Costs:

$.17 each x 11,000 = $1,870

Advantages:

Low total costs. Volume could be handled.

Disadvantages:

Little or no impact. Three postcards already mailed to all non-respondents. Would be difficult to arrange printing in time available. Expensive in relation to results. Paper stock may not be available.

Anticipated Results:

1 1/2% x 11,000 = 165

Cost Per Completed Questionnaire:

$1,870 ÷ 165 = $11.33

Savings Over Census Personal Calls:

Census costs to OE 165 x $45 =	$7,425
Our costs to OE 165 x $11.33 =	$1,870
Your savings:	$5,555

OPTION II: QUESTIONNAIRES

Costs:

$1.00 x 11,000 = $11,000

Advantages:

Would affect the response rate slightly more than postcards. A new and stronger cover letter might also be a plus factor.

Disadvantages:

All non-respondents have already received two questionnaires. Printing would require 10 days to two weeks and this delay would mean new questionnaires would not reach respondents until after Christmas. Expensive and would not appreciably effect response rate.

Anticipated Results:

4% x 11,000 = 440

Cost Per Completed Questionnaire:

$11,000 ÷ 440 = $25.00

Return for $10,000:

400 Questionnaires

Savings Over Census Personal Calls:

Census Costs to OE 440 x $45 =	$19,800
Our costs to OE 440 x $25 =	11,000
Your savings:	$ 8,800

OPTION III: TELEPHONE CALLS

Costs:

$6.00 x 11,000 = $66,000

Advantages:

Has the best effect on response rate of any procedures tried. 10% plus better than postcards and 4% plus better than mailgrams.

Disadvantages:

Too expensive. Maximum workload is 1,000-1,200 per week. Contact with 11,000 would carry through February. Would delay our contacting respondents who had sent in questionnaires that did not pass edit.

Anticipated Results:

12% x 11,000 = 1,320

Cost Per Completed Questionnaire:

$66,000 ÷ 1,320 = $50

Return for $10,000:

$10,000 ÷ $50 = 200

Savings (Loss) Over Census Personal Calls:

Census costs to OE 1320 x $45 = $59,400

Our costs to OE 1320 x $50 = 66,000

Your Loss: (-$ 6,600)

OPTION IV: MAILGRAMS

Costs:

$.90 each x 11,000 = $9,900

Advantages:

Volume no problem. Will get a better response than postcards or questionnaires. Over 95% of participants have not received them. Can be delivered to all non-respondents by Friday, December 14. Relatively low cost.

Disadvantages:

No apparent major ones although telephone calls do get higher response rates.

Anticipated Results:

9% x 11,000 = 990

Cost Per Completed Questionnaire:

$9900 ÷ 990 = $10.00

Return for $10,000:

990

Savings Over Census Personal Calls:

Census costs to OE 990 x $45 = $44,550

Our costs to OE 990 x $10 = 9,900

Your Savings: $34,650

OPTION V: MAILGRAMS WITH $5.00 INCENTIVE

Costs:

Mailgrams = $.90 x 11,000 = $9,900

Incentives = $6 x 2750 RTI completed plus 11,000 - 2750 = 8250 x 90% = 7425 x $6 Census completed = 61,050

Total Costs: $70,950*

*This assumes that we pay $5.00 incentive for each case completed by the Census.

Advantages:

Will increase response rates, particularly in low SES and other low response groups. Will require paying only potential non-respondents and cut down on Census workload which was originally scheduled for 8,000 cases. Will effect considerable savings to OE. Should also improve Census response rates.

Disadvantages:

May establish precedent and lead respondents to expect incentive payment in future follow-ups. However, personal calls may lead respondents to expect personal calls in the future. Census prefers not to follow up on those offered incentives unless they can also offer the same incentive. These cost estimates are based on paying all respondents who complete a questionnaire through the Census and on RTI handling the administrative details of this payment.

Anticipated Results:

25% x 11,000 = 2,750

Cost Per Completed Questionnaire:

RTI cost only - $26,400 ÷ 2750 =		$ 9.60
Census incentive costs	$44,550 ÷ 2750 =	$16.20
	Total:	$25.80

Option V: Mailgrams With $5.00 Incentive (Continued)

Savings Over Census Personal Calls:

Census costs to OE 2750 x $45 = $123,750

Our costs to OE 2750 x $25.80 = 70,950

Your Savings: $ 52,800

OPTION V: OTHER INCENTIVE RESPONSE RATES

20% Response Rate:

20% x 11,000 = 2,200

Cost Per Completed Questionnaire:

RTI cost only = $23,100 ÷ 2,200 = $10.50

Census incentive cost = 47,520 ÷ 2,200 = 21.60

Total = $32.10

Savings Over Census Personal Calls:

Census costs to OE 2,200 x $45 = $99,000

Our costs to OE 2,200 x $32.10 = 70,620

Your Savings = $28,380

30% Response Rate:

30% x 11,000 = 3,300

Cost Per Completed Questionnaire:

RTI cost only = $29,700 ÷ 3,300 = $ 9.00

Census incentive cost = 41,580 ÷ 3,300 = 12.60

Total = $21.60

Savings Over Census Personal Calls:

Census costs to OE 3,300 x $45. = $148,500

Our costs to OE 3,300 x $21.60 = 71,280

Your Savings = $ 77,220

SUMMARY

ITEM	TOTAL COST	RESPONSE RATE	RETURNED	COST PER RETURN	SAVINGS PER COMPLETED QUESTIONNAIRE	TOTAL SAVINGS	PROJECTED FINAL RESPONSE RATE
Postcards	$ 1,870	1.5%	165	$11.33	$33.67	$ 5,555	54%
Questionnaires	$11,000	4 %	440	$25.00	$20.00	$ 8,800	55%
Telephone Calls	$66,000	12 %	1320	$50.00	(-$ 5.00)	(-$ 6,600)	59%
Mailgrams	$ 9,900	9 %	990	$10.00	$35.00	$34,650	57.5%
Mailgrams with $5 incentives	varies	20 %	2,200	$32.10	$12.90	$28,380	63%
		25 %	2,750	$25.80	$19.20	$52,800	65.5%
		30 %	3,300	$21.60	$23.40	$77,220	68%

ATTACHMENT D

REPORT ON SPECIAL TELEPHONE SURVEY OF NLS NON-RESPONDENTS

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

STATISTICS RESEARCH DIVISION

January 17, 1974

MEMORANDUM

TO: Ken Tabler

FROM: Don King Don King

SUBJECT: Report on Telephone Survey of 393 NLS Non-Respondents

REFERENCE: My memo of 12/18/73 (attached)

This telephone survey was conducted from December 18 through 28. A computer generated random sample of 298 base year and 95 resurvey non-respondents was selected. A breakdown of contact results is shown in Table 1. Considering that over 11% of the names in the sample did not have either a personal or parental telephone listing the total contact rate of 80.9% appears to be a good one. It is interesting to note that the percentage of "unable to locate" resurvey students is twice that of the base year students: 18% to 9%. This same ratio has held in tracing cases as well as undeliverable mail.

Tables 2, 3, and 4 furnish a breakdown of information from Parts A and B of the questionnaire. Table 2 indicates responses given by other members (parents, spouse, etc.) of the respondent's household. Table 3 indicates responses given by the respondent directly and Table 4 is a total of Tables 2 and 3. For comparative purposes the items in each table are given for both base year and resurvey students. An indication of the mobility of this group is that 51% (162 out of 318) had an address different from the one currently in file (see Table 4). A comparison between this 51% and the slightly less than 5% return of mail as undeliverable supports the theory that much of our mail reaches the parents rather than the respondent.

It appears that over 88% of the 164 respondents who replied to our "reasons for non-response" questions fell into the general category of those who have little if any interest in the study and prefer to take the easy way out (rather than being discourteous) when dealing with our probes about non-response. This includes the 19 who said they "never got the questionnaire," the 26 who "lost the questionnaire," the 49 who "haven't had time" and most of the 41 who gave "other" reasons (see footnote to Table 4).

Table 5 covers information gathered from Part B, Question 2, items a through e. A total of 90 respondents gave answers to these 6 items concerning what other action we might have taken to improve the response rate. While a considerable number gave affirmative answers to "receiving more information about the study" and to "receiving a $5.00 incentive" (57.8% and 46.7% respectively), it is interesting to note that of the 540 total responses given (90 respondents x 6 answers each) only 33% were positive. A total of 50% were "no" answers and 17% were either "refusals" or "don't knows." This seems to further substantiate that this sub-sample of students, who had already received a total of 5 mailings concerning this study, were largely non-responsive and negative about the questions we asked.

Summary and Conclusions

Based on the information obtained through the telephone calls alone it does not appear possible to draw any conclusions about reasons for non-response with any great degree of certainty. However, it does appear that information reaching the respondent that details graphically the reasons for and benefits of this study and the importance of each individual's participation does have a positive effect.

The results of the question concerning the respondent's current correct address strongly indicate that many of our non-respondents may not have received a questionnaire as a result of the parent's failure to forward the mail. In future mailouts action can be taken to remedy this situation. In those cases where our files indicate the respondent and his parents are living at the same address we can send a letter directly to the parents to advise them that their child will be receiving a questionnaire and that it is important that the questionnaire be forwarded, if necessary, so that it can be returned to us as quickly as possible.

DAK/dd

Attachment

cc: Don Bates, Jack Bailey, Jay Davis, Elmer Collins, Mimi Holt, Dick Waddell, Lib Weaver

TABLE 1

CONTACT RESULTS

Action	Base Year Students	Resurvey Students	Total	Percent
Respondent contacted	169	51	220	56.0
Household member contacted	83	15	98	24.9
Total contacts	252	66	318	80.9
Respondent in service	5	2	7	1.8
No answer	15	7	22	5.6
Unable to locate	26	20	46	11.7
Total contacts	46	29	75	19.1
Grand total	298	95	393	100.0

TABLE 2

CONTACT WITH HOUSEHOLD MEMBER

(Part A of Questionnaire)

Question	Base-Year			Resurvey			Total		
	Yes	No	Ref/DK*	Yes	No	Ref/DK	Yes	No	Ref/DK
id respondent receive questionnaire	39	37	7	7	7	1	46	44	8
Has respondent completed questionnaire	14	23	46	2	5	8	16	28	54
Is respondent's address the same	35	48	-	3	12	-	38	60	-

* Ref = refused; DK = don't know

REASONS FOR NON-RESPONSE

	Base-Year	Resurvey	Total
Don't know	1		1
Questionnaire too long	-	-	-
Wasn't interested	1	-	1
Don't want to participate	1	-	1
Opposed to project	-	-	-
Never got questionnaire	10	4	14
Lost questionnaire	1	-	1
Haven't had time	2	-	2
Other	9	1	10
TOTAL	25	5	30

TABLE 3

CONTACT WITH RESPONDENT

(Part B of Questionnaire)

Question	Base-Year			Resurvey			Total		
	Yes	No	Ref/DK	Yes	No	Ref/DK	Yes	No	Ref/DK
Did respondent receive questionnaire	130	31	8	40	8	3	170	39	11
Has respondent completed questionnaire	28	101	40	7	33	11	35	134	51
Is respondent's address the same	87	82	--	31	20	--	118	102	--

REASONS FOR NON-RESPONSE

	Base-Year	Resurvey	Total
Questionnaire too long	6	2	8
Wasn't interested	7	1	8
Don't want to participate	1	2	3
Opposed to project	1	0	1
Never got questionnaire	3	2	5
Questions too personal	3	3	6
Lost questionnaire	20	5	25
Haven't had time	35	12	47
Other	25	6	31
TOTAL	101	33	134

TABLE 4

TOTAL CONTACTS

(Parts A & B of Questionnaire)

	Base-Year			Resurvey			Total		
Question	Yes	No	Ref/DK	Yes	No	Ref/DK	Yes	No	Ref/DK
Did respondent receive questionnaire	169	68	15	47	15	4	216	83	19
Has respondent completed questionnaire	42	124	86	9	38	19	51	162	105
Is respondent's address the same	122	130	--	34	32	--	156	162	--

REASONS FOR NON-RESPONSE

Question	Base-Year	Resurvey	Total	Percent
Don't know	1	0	1	0.6
Questionnaire too long	7	1	8	4.9
Wasn't interested	8	1	9	5.5
Don't want to participate	2	2	4	2.4
Opposed to project	1	0	1	0.6
Never got questionnaire	13	6	19	11.6
Questions too personal	3	3	6	3.6
Lost questionnaire	21	5	26	15.9
Haven't had time	37	12	49	29.9
Other	34	7	41*	25.0
TOTAL	126	38	164	

TABLE 5

COULD WE HAVE DONE ANYTHING MORE TO ENCOURAGE YOUR RESPONSE?

(Total Replies - 90)

Item	Base-Year			Resurvey			Total and Percent		
	Yes	No	NR/DK	Yes	No	NR/DK	Yes	No	NR/DK
ould we have done nything more to encourage you to espond to the uestionnaire?	14	41	2	11	22	0	25 27.7%	63 70.0%	2 2.3%
ore information bout the study	33	24	0	19	9	5	52 57.8%	33 36.7%	5 5.5%
omplete the uestionnaire by telephone	7	30	20	10	17	6	17 18.9%	47 52.2%	26 28.9%
omplete the questionnaire in a personal interview	11	39	7	14	14	5	25 27.7%	53 58.9%	12 13.3%
ayment of a $5.00 incentive	28	26	3	14	14	5	42 46.7%	40 44.4%	8 8.9%
Other	2	22	33	14	14	5	16* 17.8%	36 40.0%	38 42.2%

These 16 are broken down as follows:

1.	Need letter telling exactly what study is trying to accomplish	5
2.	Need introduction to questionnaire telling about background of study	3
3.	Questionnaire too long	2
4.	Need letter from high school explaining study	2
5.	Questions too personal	2[1]

---

[1] One of these two respondents was a resurvey student. All of the other 15 were base-year.

TABLE 4 (continued)

	Base-Year	Resurvey	Total	Percent
Total contacts	252	66	318	100
Respondents receiving questionnaire	169	47	216	68
Respondents completing questionnaire	42	9	51	16
Respondents with address changes	130	32	162	51

---

* The 41 "other" answers to reasons for non-response fell into 15 categories as shown:

Answer	Base-Year	Resurvey	Total
1. Plan to return it	9	-	9
2. Just received it	6	2	8
3. Haven't looked at material	3	1	4
4. Must mail it; already filled out	1	3	4
5. Left it at school	3	0	3
6. Threw it away	3	0	3
7. High school did not know about study	2	0	2
8.-15. 1 answer each	8	0	8
	35	6	41

TABLE 5 (continued)

6.	Need more personal contact	1
7.	Should have study in summer rather than October	1
	TOTAL	16

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

STATISTICS RESEARCH DIVISION

December 18, 1973

MEMORANDUM

TO: Ken Tabler

FROM: Don King

SUBJECT: Telephone Contact with 400 NLS Non-Respondents

Attached is a copy of the instructions and questionnaire to be used in contacting non-respondents in an effort to determine why they have not completed the questionnaire. A random sample of 100 non-respondent resurvey students and 300 base-year students will be selected.

We are training our telephone interviewers today and will begin making calls this afternoon. We were not able to start yesterday because of the weather. We will complete as many cases as we can this week and finish up next week. I will keep you posted on results.

DAK/dd

Attachment

cc: Jack Bailey, Don Bates, Elmer Collins

SPECIAL TELEPHONE QUESTIONNAIRE

TRACING DEPARTMENT

Project 22U-884-4

This subsample represents our final attempt to contact Operation Follow-Up non-respondents to encourage them to return their questionnaires. Your responsibilities involve (1) talking with a respondent or, if you cannot contact him, his parents, spouse, or other family member; (2) asking the respondent all questions specified on the attached questionnaire; and (3) documenting your findings completely and accurately.

This series of calls will require more tact and more in-depth probing than previous subsamples have. We are trying to determine again if respondents have in fact received Operation Follow-Up questionnaires, and if so, whether or not they have yet returned them to us. If not, we want to probe delicately to find out the reason(s) why these individuals have chosen not to respond. We also want to find out what we might do in future surveys to enhance various respondents' willingness to participate.

The attached questionnaire will serve as your script as well as your control form for each contact you make. Please follow it as closely as possible.

Hello, my name is ____________ and I'm calling from the Research Triangle Institute in North Carolina. May I speak to (respondent)?

(If respondent is available, address your questions only to him and skip to Part B. If respondent cannot be reached at the number you have called, but the questionnaire was apparently mailed to the address you are calling, ask Part A of a responsible adult at the number you have called.

PART A: General Questions to be Asked of Responsible Adult at Address Where Questionnaire Was Probably Mailed. Explain Study as Necessary.

1. About 2 weeks ago, we mailed an Operation Follow-Up questionnaire to (respondent) at your address. Do you know if (respondent) got this questionnaire?

☐ Yes

a. Do you know if (respondent) has completed the questionnaire and mailed it in yet?

☐ Yes

Thank you very much for this information. (Terminate conversation)

☐ No

Can you tell me when (respondent) can be reached at this number? (Record time: ______________)

(If respondent lives at another address, record below and call respondent at this address.

____

____

____

☐ No ☐ Don't know

b. Could you give me (respondent's) current mailing address and telephone number so that we can contact him and mail a questionnaire directly to him?

(Explain study further, if necessary; record address, if different, and terminate conversation. If address is same as on tear sheet, check here ☐.

New address:

____

____

____

Telephone #: ______________

(If answer to Question #1a is "no":)

Do you have any idea why (respondent) didn't fill in his questionnaire and return it? (Do not read possible answers, but check all applicable responses, or specify as required.)

☐ No. I don't know.

☐ Questionnaire too long.

☐ Wasn't interested in project.

☐ Didn't want to participate.

☐ Opposed to project in general.

☐ Questions too personal.

☐ Never received questionnaire.

☐ Lost or misplaced questionnaire.

☐ Haven't had time, forgot, etc.

☐ Other (specify): ____________________

____

____

____

PART B: Contact With Respondent, Following Introduction.

1. In the past several weeks we have sent you an Operation Follow-Up questionnaire and some other mail. Have you received this mail?

☐ Yes

2. Have you filled the questionnaire out and mailed it back to us?

☐ Yes

Thank you very much. We really appreciate your help on this study. About when did you mail the questionnaire to us?
Date: ________
Thanks again for your help.

☐ No

We really need your help on this important study. We hope to follow you and about 23,000 other members of the class of '72 for the next several years. Now could I ask your help for just a moment. We are interested in finding out why you have decided not to fill out your questionnaire. Could you tell why you haven't filled out and returned your questionnaire? (Go to following page.)

☐ No ☐ Don't know

We sent your questionnaire to (read address from tear sheet). Is this your correct mailing address?
(If yes, check here ☐.)
(If no, record correct address:)

____

____

____

Thank you. We will send you an Operation Follow-Up questionnaire within the next few days. Please watch for it, and be sure to fill it in and send it back in. Thank you very much. We'll look forward to hearing from you.

(If answer to Question #2 is "no":)

(Do not read possible answers to respondent, but check all applicable responses, or specify as required.)

☐ Questionnaire too long.

☐ Wasn't interested in project.

☐ Didn't want to participate.

☐ Opposed to project in general.

☐ Questions too personal.

☐ Never received questionnaire.

☐ Lost or misplaced questionnaire.

☐ Haven't had time, forgot, etc.

☐ Other (specify): ______________________

____

____

____

Thank you. Now, I have just a few more questions. I'm interested in finding out if there is anything we could have done that would have made you more willing to participate?

☐ Yes

What could we have done? (Record response.)

____

____

____

____

(Then ask questions on following page.)

☐ No

Go to following page.

(a) Would more information about the study have helped?

☐ Yes ☐ No

Record comments: ______________________________

____

(b) Would you be willing to answer the questions if we had called you by telephone to complete the questionnaire?

☐ Yes ☐ No

Record comments: ______________________________

____

(c) Would you be willing to answer the questionnaire if someone came to your house and helped you complete the questionnaire?

☐ Yes ☐ No

Record comments: ______________________________

____

(d) Would it have helped if we had offered you a monetary incentive, perhaps $5, for you to complete our questionnaire?

☐ Yes ☐ No

(NOTE: Please stress "would it have helped . . .". If respondent asks if we will send him $5 if he sends in his questionnaire, you must stress "No"; we are trying to find out what we could have done to increase participation in the study.)

Record comments: ______________________________

____

(c) Is there anything else we could do that would encourage you to participate in our study?

Record response: ______________________________

____

Thanks again for your help. Good-bye.